DOCUMENT RESUME

ED 099 515 88 CE 002 592

TITLE	Career Development Guide; Grades K-12.
INSTITUTION	Oshkosh Area Public Schools, Wis.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jan 73
NOTE	604p.
EDRS PRICE	MF-$1.05 HC-$29.40 PLUS POSTAGE
DESCRIPTORS	*Career Education; Course Content; Course Objectives; *Curriculum Guides; *Elementary Education; *Junior High Schools; Resource Materials; *Secondary Education
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; *Wisconsin

ABSTRACT

The comprehensive guide is a planned approach to career education providing the necessary concepts, facts, and activities to all students in a sequential and continuous format during their school years, K-12. The document opens with a career development scope and sequence model, and sections on career development concepts (self concept, world of work, and career planning and preparation). The major portion of the document is divided into three guides: Elementary School Career Education, K-5 (118 pages); Middle School Career Development, grades, 6-8 (149 pages); and Secondary School Career Development, grades 9-12 (279 pages). Lesson units for the various grade levels are grouped by grade under the broad headings of Self, Work World, and Career Planning and Preparation. Each heading is further subdivided under the more specific headings of career development concept, general objective, behavioral objective, suggested activities, resources and materials, and evaluation procedures. Other sections of the guide are devoted to: elementary music; a local resource guide, K-5, for the Oshkosh area; a glossary of 78 terms used in career education; and forms for evaluation by the teacher to improve the guide. (NH)

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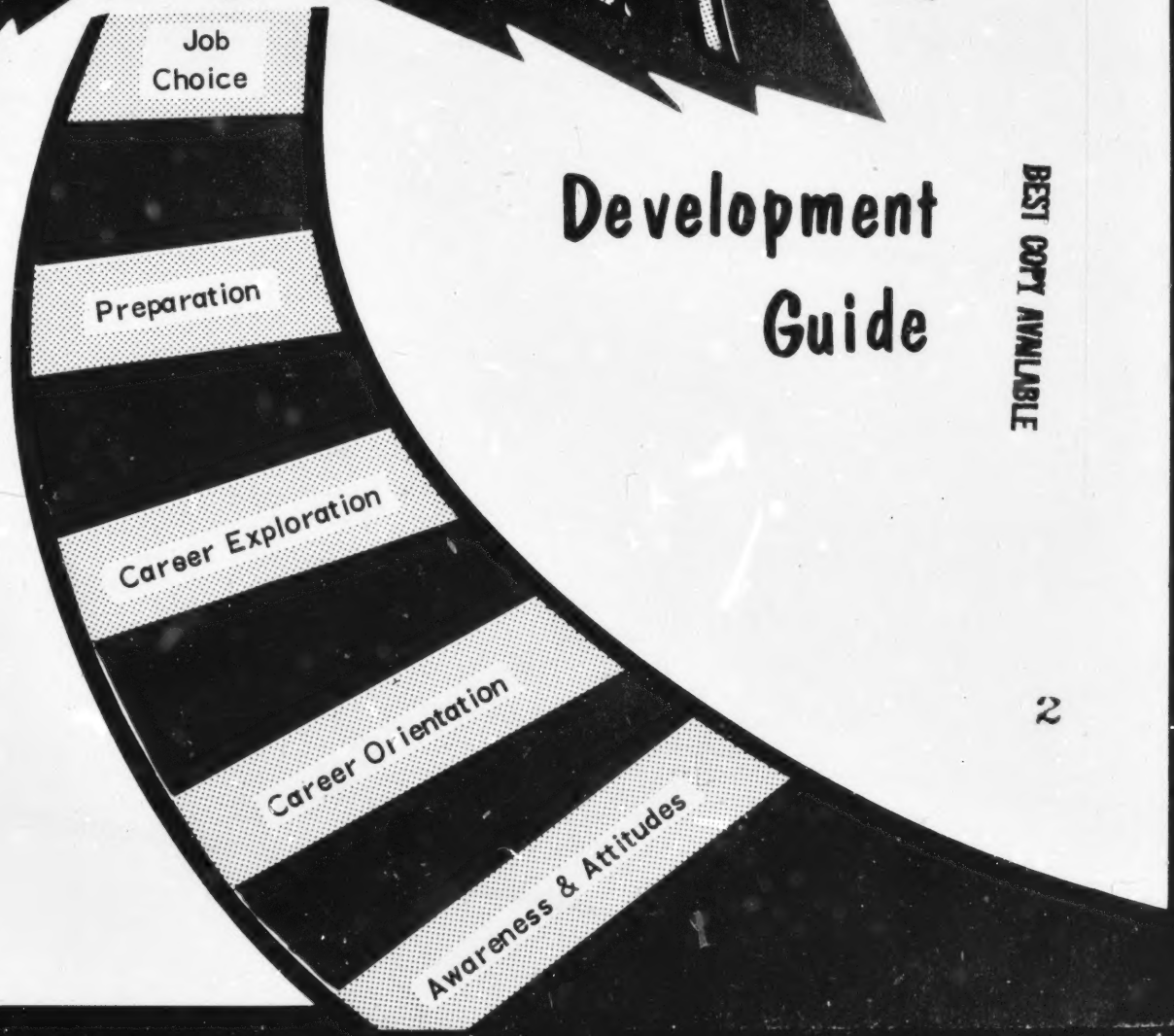
CAREER



Development Guide

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Oshkosh Area Public Schools

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CAREER DEVELOPMENT GUIDE

GRADES K-12

Oshkosh Area Public Schools

January 1973

Project supported with Title III Elementary and Secondary Education Act funds for Workshops in Summer 1971 and Summer 1972.

ACKNOWLEDGMENTS

Pages ix through xxi have been duplicated from the Wisconsin Department of Public Instruction Guide for Implementing Career Development with Local Curriculum.

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Teacher Evaluation Forms

Oshkosh Area
Public Schools
215 S. EAGLE STREET
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PREFACE

Currently, public concern is focused on the inadequate attention schools are giving to the career development needs of youth. Educators are beginning to appreciate the need for developmental programs of career awareness and exploration activities for all students at all levels. Too often programs to facilitate career development have been ad hoc and incidental rather than carefully planned programs composed of logically organized, sequential learning experiences.

Responding to the career development needs of youth through effective programs is the responsibility of all educational personnel at all levels. Meeting this task will require that career development be assigned a high level priority and be approached in a manner commensurate with other major educational goals. The Oshkosh Career Development Guide provides an excellent framework on which to build a meaningful career development program. It offers an effective basis for encouraging the involvement and commitment of all school personnel in the implementation of its goals and objectives. The Guide is a positive response to public concern and has the potential of being a major force in making education relevant for today and tomorrow.

Norman C. Gysbers
Professor of Education
University of Missouri

INTRODUCTION

"No two persons are born exactly alike, but each differs from each in natural endowments, one being suited for one occupation and another for another - - - all things will be produced in superior quantity and quality and with greater ease, when each man works at a single occupation in accordance with his natural gifts."

Plato

"- - - we must decide what manner of men we wish to be and what calling in life we would follow; and this is the most difficult problem in the world."

Cicero

The age of the two quotes listed above speaks of the concern that man has had over the years regarding a suitable vocational choice. Over these years, various writers have delineated differing theories of vocational choice. From these theories a common note appears: that is, that vocational choice is complex and does not simply take place suddenly, out of the clear blue sky. Rather, it involves a developmental process over a period of years, and primarily during the years spent in school. Certainly, educators have been made aware of this fact and efforts have been expended in an attempt to provide guidance in vocational choice. However, these efforts have often lacked coordination and a systematic approach. Some students have received information necessary to the process of vocational development, others not. Some students are engaged in career education activities during one semester but not during the next. Some teachers have embraced career education and some have disdained its use. It is just such concerns that the concept of career education attempts to alleviate. Career education is a planned approach to providing the necessary concepts, facts, and activities to all students in a sequential and continuous format during their school years, K-12. This guide, which all educators in the Oshkosh Area Schools can use in their curriculum planning, is just that - a guide. It is not a recipe book, but

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Charles Kleveno . . . . . Dale Elementary
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Mary Muetzel . . . . . Tipler Middle School
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Henry Knaus . . . . . North High School
Tom Lynch . . . . . West High School
Glenn Miller . . . . . North High School
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Ken Roob . . . . . Read Elementary
Lorraine Sams . . . . . Green Meadow Elementary
David Schallhorn . . . . . Lincoln Elementary
Vicki Setzer . . . . . Franklin Elementary
Karen Spanbauer . . . Webster Stanley Middle School
Garth Spees . . . . . West High School
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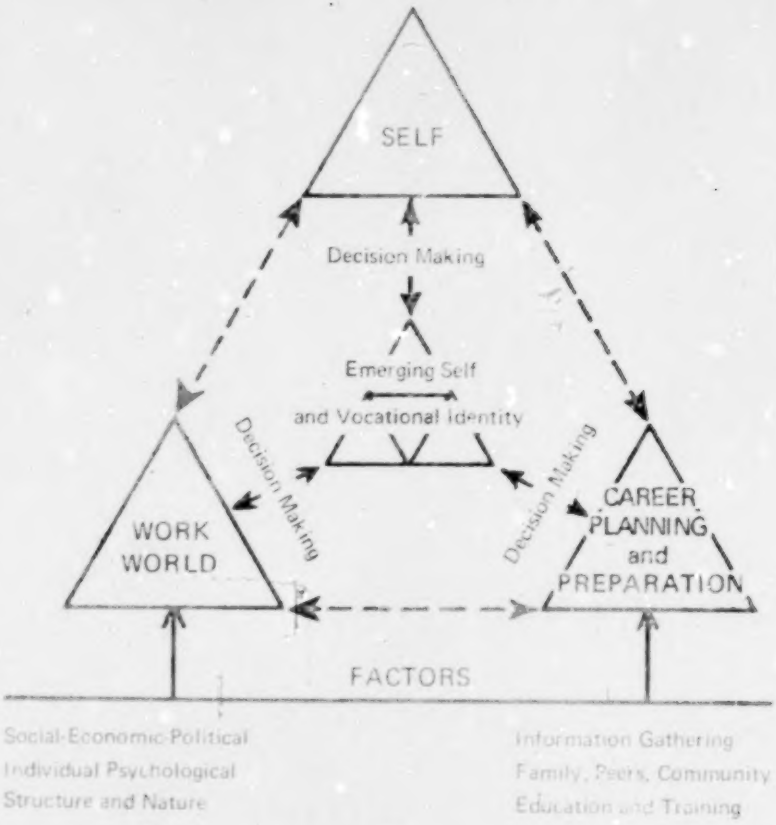
CAREER DEVELOPMENT MODEL



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CAREER DEVELOPMENT SCOPE AND SEQUENCE MODEL

ELEMENTARY		MIDDLE SCHOOL		HIGH SCHOOL
Primary Childhood K-2	Late Childhood 3-5	Early Adolescence 6-8	Late Adolescence 9-12	

CODE

Introduce /////

Develop XXXXX

Emphasize NNNNN

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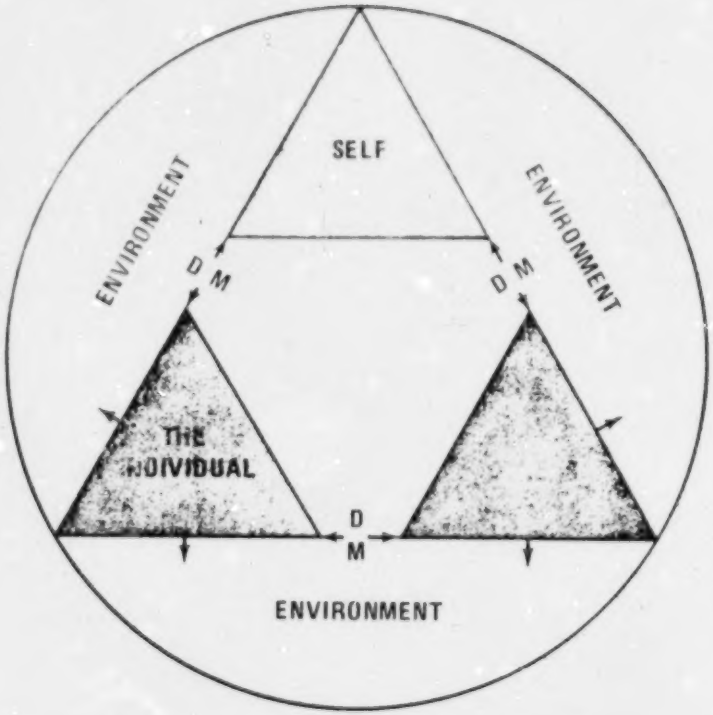
16		//////////	XXXXXXXXXXXXXXXXXXXX	

CAREER DEVELOPMENT CONCEPTS

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of occupations which may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes and values.
8. Occupational supply and demand has an impact on career planning.
9. Job specialization creates interdependency.
10. Environment and individual potential interact to influence career development.
11. Occupations and life styles are interrelated.
12. Individuals can learn to perform adequately in a variety of occupations.
13. Career development requires a continuous and sequential series of choices.
14. Various groups and institutions influence the nature and structure of work.
15. Individuals are responsible for their career planning.
16. Job characteristics and individuals must be flexible in a changing society.



SELF – How one perceives himself in relationship to his individual charecteristics and the relationship he has with others within his intervening environment.

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SELF

	Self	Individual Characteristics	Others	Environment
K-3	Awareness of possible disagreement of his perceptions and those of others	Creating an awareness of one's abilities	To differentiate self from others	Creating an awareness of his environment
4-6	Begin to develop an understanding of those disagreements that exist	To explore one's abilities	Describing how he resembles and differs from others	Exploring the environment
7-9	Attempt to eliminate discrepancies	Relating one's abilities to career planning	Understand why people are unique	Relating the self to the environment
10-12	Attempt to bring together discrepancies between real and perceived self	To formulate career expectations that are consistent with abilities	Accept uniqueness of individuals (including self)	Reality testing of his role in his environment

SELF

The Career Development Model views SELF or SELF-UNDERSTANDING as a process in which an individual internalizes personal perceptions of his characteristics -- how others perceive him in the surrounding environment. This component of the guide deals with, to what and how an individual thinks about himself -- his attitudes, feelings, perceptions and evaluation of himself. SELF is then the individual's own frame of reference. When he looks at himself or is viewed by others he is using this internal frame of reference. What and how the individual views himself is determined by his relationship with his environment that he is in from which he extracts perceptions of his attitudes, feelings, and evaluations. Through the Career Development efforts of educators the student will receive sufficient counsel and guidance to increase his knowledge, acceptance and affirmation of what and how he thinks about himself. This ultimately is the goal of the Wisconsin Career Development Model.

Vital to the acceptance and usefulness of programs emerging from this model rests on the ability and willingness of educators and parents to provide the continuing assistance to students efforts to know, accept and affirm understanding of themselves and the world of work. Students will vary in their ability to structure their self-concept in a positive way. This only makes our job that much more complex but not impossible. No matter what level the individual is perceived, placing him increasingly in touch with "SELF" is important and represents a sound concept for Public Education.

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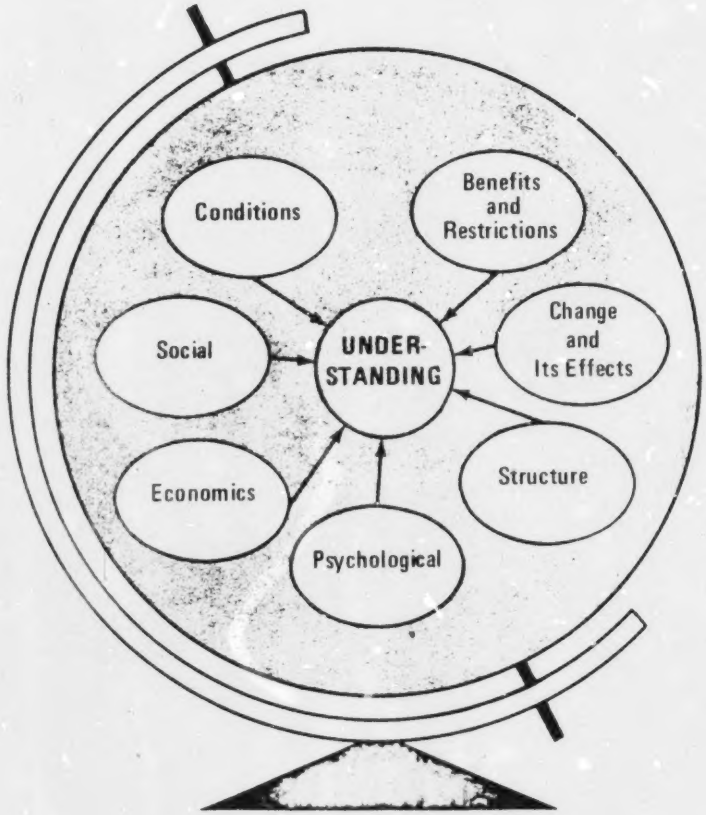


WORLD OF WORK FACTORS

WORLD OF WORK

	Nature of Work	Nature of Occupations	Work Values	Change and Effects
K-3	Develop an awareness that work exists for a purpose	Awareness that occupations differ	Awareness that work developes to meet needs	Awareness that change affects work
4-6	Develop an understanding of purposes	Develop an understanding of differences (clusters)	Develop an understanding of how work meets needs	Develop an understanding that change is continuous
7-9	Exploring, ranking, valuing of purposes	Exploring occupations within clusters	Exploring the relationship between work and individual needs	Experience (through simulation) change
10-12	Affirmation of own purposes	Tentative occupational choice	Tentative work life style	Provides for changes in life style

WORLD OF WORK

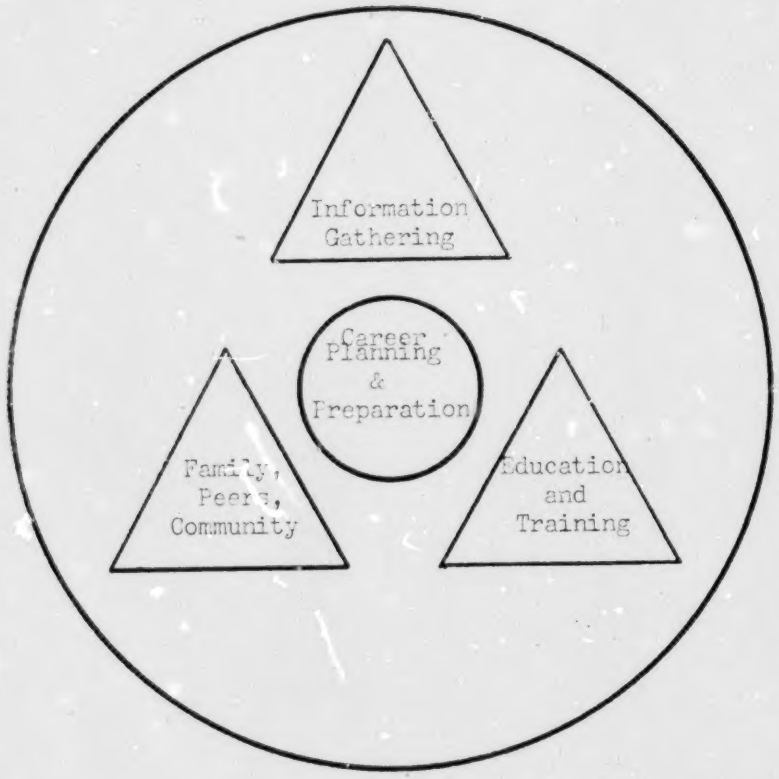
During their lifetime, probably one half the children in school will be employed in occupations that are non existant today. Therefore, instead of emphasis being placed upon an existing occupation, more attention should be devoted to understanding the World of work, attitudes toward work, and recognition of the need for continued occupational growth. Emphasis should also be placed on the fact that realization of potential requires continuous growth. Additionally, society operates within an economic atmosphere that affects each individual and his opportunities. Economic conditions not only influence his food, shelter and clothing but also his educational setting, occupational life, leisure time, and self-expression time. Because of the fact that economic conditions affect each person in many ways, it is important that this information be provided as well as the occupational information.

In the 20th Century, scientific discoveries have affected the world of work. Scientific discoveries and their applications in industry and business technology have changed organization functions and tasks, and thus have changed the nature of the world of work. As industries change, so do the manpower needs. The number and kinds of new jobs created are large, but also a large number of jobs are discontinued as a result of scientific discoveries.

The composition of the labor force has changed from one in which goods producing industries predominate. Moreover, occupational requirements have changed in favor of jobs needing more education and training. Education then needs to change toward helping individuals gain the kinds of skills and attitudes needed to find jobs that will assist them in finding fulfillment of self. At the same time the individual needs to see the relationship of his present job to a family of jobs into which he may move in the future.

Changing Role of Work in Life of Individual

Work must be perceived as being an integral part of self expression and self realization. Work should be regarded as an opportunity for expression, growth and development. If work is to be viewed as an expression of oneself and if one is ever changing, then his job and probably his occupation should change -- maybe more frequently during some periods of his life than other stages of his development. Perhaps the frame of reference should be one in which the normal development of an ever-maturing individual includes a succession of jobs during the course of his lifetime in which each job contributes to his growth and self improvement in preparation for the next.


Information Gathering
Career Planning & Preparation
Family, Peers, Community
Education and Training

CAREER PLANNING & PREPARATION

	Information Gathering	Family	Peers	Community	Education and Training
K-3	Awareness that information on the world of work is available and where to obtain it	Awareness that one's family plays a critical role in structuring values and attitude towards one's career plans	Awareness that one's friends influence the individual's attitudes and values toward the work world	Awareness that the community may have impinging environmental elements that could affect career choice	Awareness that different workers need varying degrees of educational preparation for success
4-6	Awareness of a system for the collection and use of occupational information	Realize what family influences are being applied (Positive or Negative)	Understand what friends are now having an impact on the individual's decision making (Reasons)	Begin to identify some of the elements in one's environment that are having impact on one's decision making	Realize that occupational competency requirements influence the kind and degree of one's educational preparation
7-9	Develop occupational research skills and understand present and future employment trends	Understand the influence one's parents are having on career choice	Ability to screen positive and negative information offered from friends	Understand the community influences and prepare to deal with their impact	Understand the necessity for obtaining employability skills and where to obtain these skills
10-12	Identify tentative career objectives based upon accurate and pertinent occupational and self information	Evaluate the expectation family has for you and how it might affect your decision	Realize what individuals can assist one in career planning and preparation	Recognize that career choice could be influenced by opportunities in his community	Know where and how to apply for a job

CAREER PLANNING AND PREPARATION

Career Planning and Preparation is an informational and decision making process. Personalized information is essential for one's growth and development. This necessitates making the information available when the individual is ready for it rather than at the convenience of the provider of information. The information process extends over a life time as the individual utilizes information pertinent to areas of his concern and at a depth that has meaning to him. Information should have the purpose of keeping the individual abreast of changes; but, even more important, it can also help him be prepared for change. The individual is in a constant state of change and development. This development of the individual occurs in all areas — the educational, the occupational, the personal, and the social. The developmental approach calls for the collecting and utilizing of information sequentially by individuals over an extended period of time. Their state of readiness and their desired purposes are crucial. Decision making at each stage of development may be regarded as the end result of acquiring and processing information.

Recent occupational changes in America require new skills, techniques and knowledge. Certain occupations are being replaced with new ones and workers are being retrained or their education broadened for new roles. Education and training are major factors in determining job opportunities. The rate of change in new jobs and new machines is governed to some extent by the rate workers can be educated or retrained. An industry cannot afford to install new machines nor create new jobs at a faster pace than individuals can be educated. The educational potential (including training) of available individuals is a major determinant of the rapidity of change for each business or industry. Therefore, education is becoming more of a determinant of occupations than occupations are of education. The education possessed by an individual, his potential, and his willingness to obtain more education may be a key to his occupational maturity, or lack of it, throughout his life.

There is little question regarding the tremendous influence that friends and family play in occupational decisions of young people. Value and attitude transmittal and formation are centered in family and peer relationships. It becomes important for the individual to determine which information is pertinent to him and how to personalize it.

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K-5

SELF

Grade K

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Begin to recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to demonstrate acceptable classroom behavior as judged by teacher and peers.	The class could have a discussion concerning each child's role in a happy Kindergarten	Discussion pictures "Man's Need for Association in Groups" Harper Row - Teachers Manual, p. 67.	Teacher observation and anecdotal records. Role Playing
The child should be able to demonstrate acceptable classroom behavior by following the defined classroom routine.	The children could dramatize classroom routines such as personal care of materials - - visitation (guests) etc. Student-teacher interaction (discussion): Big Bk. B 1. Taking Turns p. 12 2. Sharing p. 13 3. Making & Following Rules p. 15	Experimental Development Bk. "B" Benefic Press Filmstrips: Tommy Goes to Kdgn. Eyegate Co. *Share the Ball Pictures David C. Cook & Co. Social Development Teaching Pictures Elgin, Illinois *Duso Kit American Guidance Co. Sharing Song Teacher Manual Pg. 51	

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22

Grade K

SELF

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to contrast his life as an infant and as a kdgn. child by observing specific changes in himself. The child should be able to contrast his life as an infant and that as a kdgn. child (personally and academically) by verbally stating these differences.	Each child could bring a picture of himself as a baby. He could tell the group ways he has changed physically since the picture was taken. He could also tell about things he could do now that he couldn't do as a baby. At the end of kdgn. year the group will write experience charts listing the skills they have gained (personal and academic) throughout the year. Ask students to think about how they have changed. 1. Have you changed? How? 2. Are you bigger? 3. How else have you changed? Student-Teacher discussion of filmstrip "Growing Up"	Large lined paper for chart. Record: When I Was Young The Childrens Press Duso Kit American Guidance Service, Inc. Teachers Manual p. 40 Song: Oh, Me! Oh, My! Filmstrip: "Growing Up" Encyclopedia Brittanica	Teacher observation of response in discussion. Self evaluation. Growth Chart - fall and spring Height & Weight

23

SELF

Grade K

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Discover that people bring dignity and worth to their job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to tell what his parent's job is and list some things the parent does at his job.	1. Each child could find out what his father's or mother's job is and tell his group about it. 2. Each child could bring something mother or father use in his/her job - such as - - nurse's hat - hard hat - lunch bucket - order blank books - badge to use for dramatic play — materials available for free play so children may act out jobs.	Home - Parent Puppets - (mother, father, child) Filmstrips: Where Our Daddies Work Eye Gate Co. Books: Marino, Dorothy Where Are the Mothers Philadelphia Lippincott 1959 Records: Daddy Comes Home Children Record Guild 100 6th Ave., N. Y. 13, N.Y. Let's Help Mommy Children Record Guild 100 6th Ave., N. Y. 13, N.Y. Film: What Do Fathers Do? Churchill-Wexler Family Chart - pictures of each member of child's family - could be drawn.	Participation in group discussion. Teacher observation: Could child listen to discussion in school and bring back from home needed information? Note whether each child can associate several 'props' to appropriate job.

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SELF

24

Grade K

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Discover that work provides the opportunities for one to enhance his dignity and worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
(The child should be able to recognize his own name.) The child should be able to complete a task and feel satisfied with his work. The child should recognize the need for completing a task, as well as the satisfaction in finalizing such, by actively participating in a number of formal exercises.	1. Helper Chart: A chart listing all children's names with a movable pointer - each child has his day as "helper" He performs necessary tasks for that day - such as: bring in milk leader for dismissal line take milk money, etc. 2. The child draws a picture of himself doing his favorite job (at home or school). Each child would tell about his picture and the task it shows. Teacher could write child's story on the picture. 3. Room cleaning activity. Divide class into groups - one group responsible for straightening blocks - cleaning doll corner, etc. Be sure all children do a good job and do their share. Student-teacher discussion of "keeping to the task" pictures.	Large tag board listing all children (A.M. & P.M. on separate charts) Helper Chart Joe Sue Mark Bill Mary John Books: Hoffman, Elaine & Hettlefinger, Family Helpers Chicago: Childrens Press Stover, JoAnn, If Everybody Did New York: David McKay Co., Big Book A. Continental Press Beilfus Press	Teacher and children see how well each child carries out his jobs. May use check list such as: completes tasks needs much help works independently, etc. Class discussion leading children to realize that it is the group's responsibility to clean up and put materials away.

SELF

Grade K

Concept: Work means different things to different people.

Subject/Dept.

General Objective: Become aware that there are different kinds of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to list at least five different jobs.	1. Teach song "What do you want to be when you grow up?" Children will have an opportunity to sing their choice in appropriate place in song.	This is Music K. Allyn & Bacon, p. 16 Books: Mace, Kay, When I Grow Up Simon & Schuster, 1950 Lois Lenski, "When I Grow Up" Lippincott	Teacher can observe how well children respond to song - how many different jobs can be named.
	2. Bring pictures from home or cut them from kindergarten magazines depicting people performing different tasks.	Variety of magazines Records - When I Grow Up Young People's Record	Individual checks during work time using sampling of 10 children - have them name five different jobs.
	3. Invite parent or people in community to visit classroom to describe their jobs.	Parents and people in community.	
	4. Vocabulary Game such as - a. She helps us learn. She is a _____. b. He sells us medicine. He is a _____. c. He paints houses. He is a _____. d. He watches over us when we swim. He is a _____. Match pictures to riddle.	Peabody Kit - Level #1 People Cards	

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SELF

Grade K

Subject/Dept. _____

Concept: Work means different things to different people.

General Objective: Become aware of the different meaning work may have for individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By participating in pantomimes and discussion the child should be able to state verbally the necessity of jobs away and at home.	1. The children could pantomime jobs done in their home such as: cooking, washing, caring for baby, etc. They then should tell how this helps them.	Things from housekeeping corner – dolls, brooms, etc. Peabody Language Kit, Level I – Activity Cards Books: Marino, Dorothy Where Are the Mothers? Philadelphia, Lippencott 1959 Tresselt, Alvin A Day With Daddy New York: Lathrop Lee & Shepard Film: Fathers Go Away to Work Pat Dowling Pictures 1056 S. Robertson Blvd. Los Angeles, Calif.	Children pantomime jobs mother or father do. Teacher evaluation – do children understand that money earned at job buys needs of home.
	2. Discuss dad's or mother's job outside the home. Then tell how this helps your family.		

SELF

Grade K

Subject/Dept.

Concept: Individuals differ in their interests, abilities, attitudes and values.

General Objective: Become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using art activity game listed plus B.B. the child should be able to state verbally several ways in which he is special and something special about one friend.	Make "Me" badges — Let children choose material they want to use (badges may be picture of self or something they like). After they finish badges, comment on each child's creation. Use badges in "I'm glad I'm me" game when each child states something good about himself or something he especially likes. Child of the Week B.B. Each week one child (from a.m. and one from p.m.) is Child of the Week. With help of parents he selects pictures, etc. to display on B.B. He has an opportunity to tell class about himself, his family, and his interests. An activity continued throughout the year.	Duso Kit American Guidance Service, Inc. Teacher's Manual Song I'm Glad That I'm Me -Story p.50 Books Del Geddes, Babara I Like to Be Me New York, Viking Press, 1963 Ets, Marie Hall Just Me, New York, Viking 1965 Mary Smith Week Parents- Discussion pictures "Man by Himself In Search of His Own Best Self" Harper & Row Teacher's Guide-p.55	Teacher and pupil observing and discussing badges and comments used in games. Teacher and pupil discussion - parent comments about preparation child does at home.

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WORK WORLD

28

Grade K

Subject/Dept.

Concept: Education and work are interrelated

General Objective: (Soc. Ec. Pol. Factor) Recognize that different kinds of work require varying degrees and types of educational preparation. (Structure) Begin to understand that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After visit from police officer, child should be able to state verbally some training necessary to become a policeman.	Invite a policeman to visit classroom (use parent if possible). He would tell about his job and how he became a policeman.	S.V.E. pictures Police showing training academy Police Officer	Discuss on what training is necessary to be a policeman.
After visit to fire station, each child will draw picture showing one thing a fireman is trained to do.	Take a field trip to fire station. Arrange to go to station that has a classroom. Have the chief explain continuity training and demonstrate some phase of it.	S.V.E. pictures The Fireman Film: Brave Little Fireman #C5100 "Policeman and his Work" Wollensak Teaching Tape 3M Co. Discussion Pictures by Harper & Row Teacher's Manual.	Pre-discussion- find out what group knows about fireman After trip, write experience chart listing things fireman must know how to do.

WORK WORLD

Grade K

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Soc. Ec. Pol. Factors) Begin to recognize that occupations develop from needs of society. Begin to understand the contributions that occupations make to the advancement of society.

Behavioral Objective	Suggested Acitvities	Resources & Materials	Evaluation Procedures
By using books, film, and puppets the child should be able to draw a picture of an astronaut at work and tell what he is doing.	1. Astronaut: Intro. with book Discuss - why are there astronauts?-- Were there astronauts when your dad was a child?	Book Sextent Series Come to Work with Us in Aerospace Filmstrip Jam Handy Astronaut	Teacher will observe how well the children participate in discussion
	2. Make astronaut finger puppets, and use these astronauts do: - explore moon - collect rocks etc. - ride on moon vehicle	 fold and tape to fit finger Books: Andy Astronaut Golden Press A Trip in Space Rand McNally A Book of Astronauts Franklin M. Branley Leonard Kessler Thomas Y. Crowell Co. N.Y. S.V.E. Pictures "Countdown to Splashdown" "Astronaut-Training, and Equipment" "Man on the Moon"	Teacher will observe the dramatic play and note variety of things the children have puppets do.

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WORK WORLD

30

Grade K

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Indiv. Psych. Factors) Recognize that occupations develop to fulfill social needs.
(Indiv. Psych. Factors) Become aware of the contributions of occupations to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After identifing pictures and playing the "I like to" game the child should be able to choose occupation picture to match riddle.	1. Use pictures of variety of occupations 1. Baseball player 2. Florist 3. Music teacher 4. Homemaker 5. Farmer Identify pictures - discuss or dramatize what each job entails	Peabody Language Kit Occupation pictures	Choose 5 children as sampling: Individually they should be able to pick card to match riddle.
	2. "I like to" game In riddle form match jobs and things people like to do. Example: I like to: work outdoors work with animals grow things Who am I?	riddles written by teacher Information on Pets Free from American Humane Society P.O. Box 1266 Denver, Colorado 80201	

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WORK WORLD

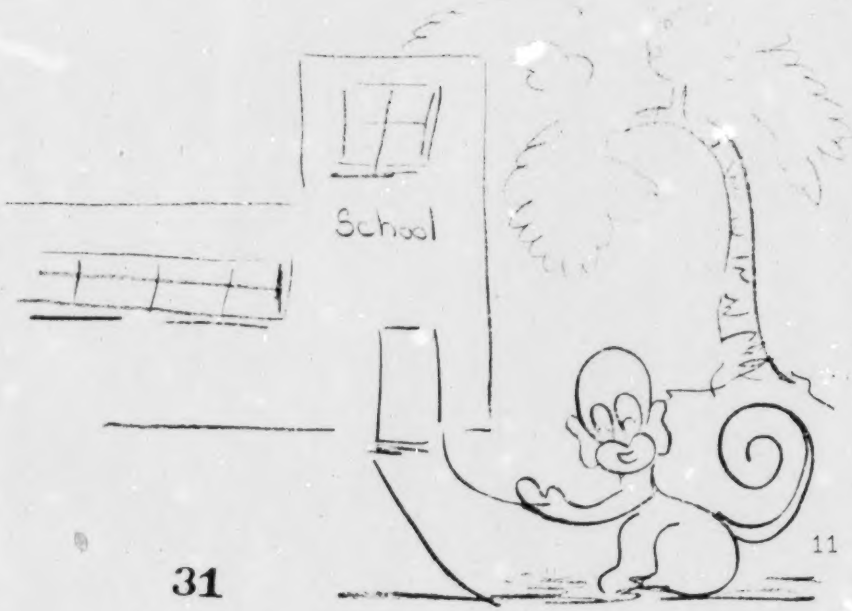
Grade K

Subject/Dept. _____

Concept: Occupations exist for a purpose..

General Objective: (Structure & Nature Factors) Recognize that occupations develop to fulfill social needs. Become aware of the contributions that occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After touring school and listing workers and their jobs, each child should be able to state verbally at least one thing each worker does.	1. Take a walk through the school to notice all the different people who work there. List them and what they do, on a chart. 2. Divide into groups to make a class booklet: Our School Workers. Children can draw pictures of school workers. The teacher will write story children dictate, about pictures. Invite another class or a school worker to view booklet or arrange stories and pictures as bulletin board.	School workers Books: "I Want to be a Teacher ..... Librarian Children's Press.	Teacher observation Class participation Pictures Content of stories



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Grade K

Subject/Dept.

WORK WORLD

Concept: Work means different things to different people.

General Objective: (Indiv. Psych. Factor) Recognize the various ways of describing meanings of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After completing activities listed the child should be able to verbally state whether or not an activity constitutes useful work.	To aid the children in discovering what constitutes useful work, the class can play a game in which the teacher describes a variety of activities and the children respond by telling whether such activities are useful. Such as: watering the lawn during the rain - not useful, shoveling snow - useful	Peabody's Kits Primary and No. 1 activity pictures.	Teacher evaluation of children's responses
Each child should be able to state verbally at least 1 kind of useful work he does in his home.	Through classroom discussion, the children can list useful work that they do in their homes.	Use tape recorder Each child may tell some usefulness he does in the home. Play tape	Teacher and children evaluate tape

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WORK WORLD

Grade K

Concept: Work means different things to different people.

Subject/Dept.

General Objective: (Indiv. Psych. Factor) Recognize that work has a personal meaning for every person.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After listening to and dramatizing the story, the child should be able to draw a picture showing the exchange of work.	Read Story I. Pelle's New Suit. Discuss step from shearing sheep to the finished coat - then note work that Pelle did for each person that helped him.	Book: Pelle's New Suit Haskou, Elsa Harper -	Teacher evaluation
	II. Dramatize story. Choose one child to play each adult character. Let a different child be Pelle in each scene.	Props as needed	

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WORK WORLD

Grade K

Subject/Dept.

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Structure & Nature Factor) Begin to develop a recognition of the wide and increasing variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After classifing pictures each child, given a group of 5 pictures, should be able to tell at least 2 different ways they can be classified.	I. Arrange pictures of occupations on chalk tray the class is to think of a way to classify them. Such as: worker who wears a uniform worker who works at night worker who works outdoors worker who works indoors worker who works during the day	Peabody kit level I Peabody kit level II Books: People } picture Activity } Sexrant Series Primary	Teacher observation of children's classification on pictures.
	II. Show film or film strip concerning one occupation such as: postal worker See how many ways you can classify their job. Such as: wear uniform indoors and outdoors	filmstrip: * Post Office Workers film * Letter to Grandmother Books Colonius, Lillian, and Schroeder, G.W. At the Post Office Melmont Greene, Carla I Want to Be A Postman Children Press	Through group discussion of film or filmstrip

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SELF

Grade 1

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Begin to recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to select activities which will strengthen his/her weaknessess.	The child chooses and records his free time activities on his own chart. These are found around the room. i.e. A Fishing Game for addition or subtraction facts. The teacher of another child listens to the facts on the fish that are caught. Phonics Games and work sheets.	Teacher constructed chart listing specific free activities. i.e. The Fishing Game Phonics Game Lesson 7 and 8 Our Working World Families at Work SRA p. 54-63 You and Me MacMillan, p.5-9	Teacher observation of the child's free time activities and his individual characteristics.
The child should recognize his strengths and weaknesses (personal and academic) by engaging in a number of structured (though diversified) activities.	The child role plays in a "TV Program" situation showing how a child at his very best would act. Keep person graph, chart, birth date, finger prints, foot prints, height, weight.	"Lonesome Ben" record Focus on Self Kit, SRA Discussion SRA Manual P. 39	The teacher observes if the child chooses free time activities to strengthen an area of weakness. Give five words to describe self. Then have two children work as a team, giving five words to describe each other.

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SELF

Grade 1

Subject/Dept.

Concept: An Understanding and acceptance of self is important throughout life.

General Objective: Begin to develop an awareness that there is a continuous interaction between ones knowledge and acceptenace of self and his emerging life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures.
The child will verbally state or depict on paper five physical differences in his classroom.	The children identify obvious physival differences in their classmates.i.e. height,weight,color of eyes, hair, etc. Children help to record their own height and weight in Sept. and again in June. Each child lies down on paper and someone traces their outline. Then the child colors and cuts out the form. Then the class compares their image with others for size, color of eyes, hair, etc. Upper grade child visits the class and reads a story, showing how more knowledge helps us to perform more successfully. The children draw a picture of their family in which "self" is included.	Pictures of children. Record: Cindy and the Elf. SRA - From Focus on Self Kit Physical Attributes of Self - Manual P.18 Book: Perry, Sally Who Am I? Whitman,1962 Duskit - several activities.	Teacher constructs test i.e. (1)circle tallest (2)circle smallest The teacher can compute individual gains in weight and height for each child and observe whether the children can conclude that the gains were not all the same. The teacher will listen while the children state these differences. The students identify through discussion how "visitor" differs, physically and academically from his classmates and self. The teacher checks the picture to ascertain accuracy in student perception of size relationships in the family.

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SELF

Grade 1

Subject/Dept. _____

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Discover that people bring dignity and worth to their job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to tell about the importance of the work done by his father and mother.	The child tells a story (which the teacher writes down) explaining what his mother or father does at work and why it is important. The child then illustrates his story.	Social Studies Series. Around the Neighborhood. Soc.Studies 1 and 2. Continental Press worksheets. Our Working World, "Families at Work" SRA Manual p. 40	The teacher records the child's ability to relate what his parents' job is and why it is important.
The child will be able to list five neighborhood helpers.	The class discusses the workers in the neighborhood. Have a parent or the custodian speak to the class about their work and its importance. Discuss the pictures from Around the Neighborhood. Continental Press Have half of the class advertise for employees and the other half apply for the jobs.	Clark, Ann Nolan, In My Mother's House New York, Viking Press, 1941 Tresolt, Alvin A Day With Daddy New York, Lathrop, Lee & Shepard, 1953. Daddy Comes Home Children's Record Guild, 100 6th Ave. New York, N.Y. Pictures:"School & School Helpers" David Cook Publ. Co. Elgin, Ill. 60120	The child will draw a picture showing five neighborhood helpers. The teacher observes whether the children establish a good rapport with the custodian showing respect and trying to help keep the building clean.

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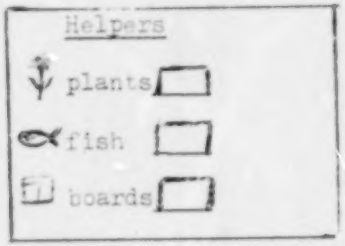
SELF

Grade 1

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Discover that work provides the opportunities for one to enhance his dignity and worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
1. Given the opportunity to choose a classroom task, the child should select ones which are meaningful to him and then to be responsible for completing this task for a one-week period.	The teacher will make a helper's chart designating specific chores (water plants, clean boards, etc.) in which all children have the opportunity to be responsible for one task for one week at a time.	A teacher-made chart having a picture and the written word describing each chore. A special place is left open to place the specific helper's name.  	The teacher makes a check list to determine the consistency of a child performing a job. Check List: 1. Willingness to work. ___ 2. Care in doing the chore. ___ 3. Does he put away tools. ___ 4. Does he take pride in a job well done. ___ 5. etc. ___
	Present a skit about school chores, for which each child can choose a part which he can do best, such as narrate, make symbols and tools, create costumes, etc.	Buchheimer, Naomi Let's Go to a School, Putnam, 1959. Hefflefinger, Jane & Hoffman, Elaine, About School Helpers. Melmont, 1955. Filmstrip: School Helpers, Eyegate House, 146-01 Archer Ave., Jamaica, N.Y. 11435. The School Community-1953, Ency. Britannica Films School Helper Series,'57 Young America Filmstrips (McGraw-Hill Book Co., 330 W. 42nd, N.Y., N.Y.) Song: Fun to be a Helper Together We Sing, Grl Foll.. Pub.. ..,	
2. The child will be able to dramatize a part in a skit, using his own props.	Use suggested books and filmstrips for better understanding of a child's part in keeping a classroom a nice place to be in. Discuss home jobs. What jobs do you like? Which do you hate? Why? Have children make a picture or write a story telling which job the child likes and which h[illegible]ates.		Teacher observation noting the thoroughness of each child in carrying out his part of preparing for the skit.

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SELF

Grade 1

Concept: Work means different things to different people.

Subject/Dept.

General Objective: Become aware that there are different kinds of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to identify the many different jobs within his immediate environment by naming them, and identifying specific uniforms related to the job.	Use some of the suggested books and filmstrips from the resource section for an introduction to this unit. Discussions to follow presentations. These same resources or others may be used to broaden knowledge of the world-of-work. Discussions to follow presentations. Take an observation walk, paying special attention to different workers, such as the bus driver, mailman, street cleaner, garbage collector, etc. Make a mural Each child must choose a different job and paint the worker dressed appropriately when working at his special job.	Books: Greene, Carla, I Want to Be a ... series, Children's Press, 1958. Zion, Gene. Dear Garbage Man, Harper, 1950 Hoffman, Elaine Our Friendly Helpers, Melmont, p.54, Hoffman, Elaine & Hefflefinger, Jane - Family Helpers, Children's Press, 1954 Lenski, Lois - At Our House, Walck, 1959 Barr, Jane. Mike the Milkman, Whitman, 1953 Pictures: Home and Community Helpers, K-3, David Cook Publ.Co.,850 N. Grove Ave., Elgin, Ill. 60120..$2.75 Wonderful World of Work Program - Filmstrips and records, Denoyer,Geppert Times Mirror, 5325 Ravenswood Ave.,Chic.,Ill.60640 Encyclopedia Britannica Community filmstrips. Wonderful World of Work Series (Edu-Craft, Inc.)	The class will classify work under three headings: jobs dealing with people, ideas, things Following the walk complete a list of all the different workers seen on this trip. Each child will pantomine an occupation. The class will identify and list occupation under proper headings.

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SELF

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Grade 1

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Become aware of the different meaning work may have for individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After activities involving the work world the children should be able to give several reasons for which a person may work.	Discuss and list the relationships between work and fun activities. Have a hobby show. As each child presents his hobby have him explain the work and fun processes involved in it. Invite a volunteer worker to visit the class. (Youth group leaders, hospital helpers) Plan a volunteer activity involving the class (cleaning the school yard, visiting a nursing home)	"Our Working World" "Families at Work" SRA Johnny the Clock-Maker Ardizzone, Edward New York, Walck,1960 Crow Boy, Yashima Patty Paints a Picture Bannon, Laura Albert Whitman, Chicago, 1948 16mm film - "Why Fathers Work" Encyclopedia Britannica Community Workers & Helpers Poster Cards Milton-Bradley	Have children give three to five examples of avocations that can also be vocations.

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SELF

Grade 1

Concept: Individuals differ in their interest, abilities, attitudes and values.

Subject/Dept.

General Objective: Become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures.
Given the opportunity to to choose from various physical education activities the child should be able to record his strengths and weaknesses on his individual chart.	During a physical education period, each child is given the opportunity to participate in activities from several set up. Example: balance beam mats vertical ladders climbing ropes	SRA Kit - Focus on Self. Card 22 SRA	Teacher observation and anectodal records of specific performance.
	Physical Fitness Test Each child records his score in the activities included, such as: broad jump squat jumps dash pull-ups		Use chart as a guide to determine if the child can state which areas need further emphasis.
	Using the information on their charts the children discuss the differences in their performances. Teacher will guide the discussion by using open-end sentences such as: The thing I can do best is _____. One thing I can't do very well is _____. If I were taller I COULD _____.	Beim, Jerrold. Smallest Boy in the Class. New York, Morrow, 1949.	Teacher listens to determine whether each child is identifying his strengths and weaknesses.

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WORK WORLD **42** Grade 1

Concept: Occupations exist for a purpose. Subject/Dept.

General Objective: (Socio-Ec.-Pol. Factors) Begin to recognize that occupations develop from need of society. Begin to understand the contributions that occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
1. By touring a hospital, discussing and making a mural, the child should be able to see and state verbally specific jobs and how they meet the needs of society.	1. Plan a field trip to a hospital. Arrange with a guide so that the children can lay on a stretcher, tour the pharmacy, sit in a wheel chair, put on an anesthetist's mask, etc. Discuss. 2. Make a lg. hospital frame. Children will draw the various activities they saw at the hospital, cut out, and paste them in their "hospital."	Book: Come to Work with Us in a Hospital. Sextant Series Hospital Materials: Pictures Paper Scissors Crayon Paste	1. Teacher observation of child interest, participation and awareness of social needs of the hospital. 2. Accuracy in the child telling about his picture.

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WORK WORLD

Grade 1

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objective: (Ind. Psych. Factors) Recognize that occupations develop to fulfill social needs. Become aware of the contributions of occupations to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After making a bulletin board and dramatizing various jobs, the child should be able to verbally state the interests and abilities associated with several jobs.	1. Each child chooses an occupation and dramatizes it to the class. The class must tell the various abilities and interests necessary to perform that job. Example: Foundry worker who pours iron. -Strong healthy person -Doesn't mind heat -Isn't afraid of fire	Man In Action Series People and Their Actions Teacher's Ed. Unit Two-Three I Want To Be _____ Series Greene, Carla School Bus Driver and/or parents Community Helpers Films from Oshkosh Media Center BF 201-300	Teacher observation, noting if the children can define particular interests and abilities specific jobs require.
	2. Cut out pictures from magazines of people working. Paste them under the appropriate heading: (Use as a bulletin board)		Teacher observation to see if pictures are pasted under the correct heading.

Workers Like			
To sell things	To Experiment	To make things	To Write

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WORK WORLD **44** Grade 1

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: Recognize that occupations develop to fulfill social needs.
Become aware of the contribution that occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By touring a school and writing an experience chart, the child should be able to state the three steps in the building of a school.	1. Have children tour a school (exterior) examining where it is located, how large it is, and its construction.	A new school or one under construction.	Teacher observation of the child's interest and ability to discuss the findings of the tour.
	2. Arrange to have an architect visit the classroom and explain how a school is planned.	Architect The school picture from Community Helpers pictures. D. C. Cook, $2.75 Filmstrips and records "Knowing Our School" Encyclopedia Britannica	Teacher observation of children's attention and questions asked of resource person. Teacher check, determining if each child knows the following: 1. Grownups want a school. 2. Architects plan a school. 3. Builders construct the school.
	3. Discussion: Who needs a school? Who wants a school? Where are schools built? Why? Who builds them?		

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WORK WORLD

Grade 1

Concept: There is a wide variety of occupations which may be classified in several ways. (pg.1)

Subject/Dept.

General Objective: (Structure & Nature Factor) Begin to develop a recognition of the wide and increasing variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given a list of workers the child should be able to classify them into day and night workers, skilled and unskilled.	Divide the children into two groups and work on booklets: Draw pictures and write one sentence about each: Day Workers Night Workers When the booklets are completed discuss which workers work day and night and make a third booklet, Workers Around the Clock.	Books: Nina Schneider, While Susie Sleeps E. M. Hale and Co. Eau Claire, Wis. Film: "People Who Work at Night" 13 min. Film Association of California	Teacher observation of accuracy of the booklets.
	Write an experience chart showing the likenesses and differences between skilled and unskilled jobs.		Teacher observation of the chart.
	To familiarize the child with occupations, play a phonics game. Teacher thinks of an occupation, tells child beginning sound with riddle-like description, child guesses occupation.	Book: E. Hoffman and Hefflefinger, About Helpers Who Work At Night, Melmont Publ. Co.,Inc. Chicago, Ill., 1963	
	Have child make a list of the things he has done from the time he got up until he arrives at school. Discuss how their activities depend on various occupations.	(Example- Drinking Milk: Dairy workers Milkman Farmer	

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WORK WORLD

Grade 1

Concept: There is a wide variety of occupations which may be classified in several ways. (pg.2)

Subject/Dept.

General Objective: (Structure & Nature Factor) Begin to develop a recognition of the wide and increasing variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
	The children dress a milk carton model to represent the dress of their parents as they look at work.	½ gallon milk cartons cut down to 6 inches. Materials for dressing model.	Teacher observation of how accurate the models represent the job of the parent.
	The children take home an interview sheet with questions about their specific jobs. Where & when do you work? What do you do? What kind of tools do you use? Do you make something? Why is your job important? Do you wear special clothes? Etc.	Interview sheet.	Teacher observation of the quality of the interview sheets.
	The teacher inteviews each student while they pretend to be their parent. The rest of the class asks questions of the child being interviewed.		Teacher observation of pupil participation in the discussions.
	The teacher guides the class to see the interdependence of the world of work.		

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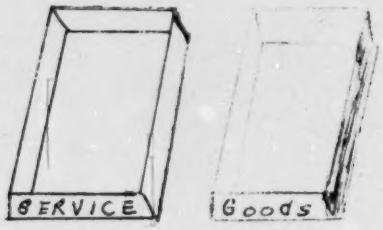
WORK WORLD

Grade 1

Concept: Work means different things to different people.

Subject/Dept.

General Objective: (Ind. Psych. Factor) Recognize the various ways of describing meanings of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By discussing, listing and categorizing the child should be able to verbally state whether specific work is of a consumer or producer nature.	1. Discuss the difference of consumers and producers. List on the board 5 examples of each.	Peabody language Development Kit #2 American Guidance Service.	Teacher checks to see if the pictures were placed in the correct box.
	2. Arrange pictures of workers on the floor. Have children categorize workers into producers of services and producers of goods by placing the pictures appropriately in titled boxes. 	Our Working World SRA SVE - Study Prints	Teacher observation of child participation.
	3. Take a field trip to a local manufacturer and clothing store to observe what the consumer and producer do.		

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WORK WORLD

Grade 1

Concept: Work means different things to different people.

Subject/Dept.

General Objective: (Indiv. Psych. Factor) Recognize that work has a personal meaning for every person.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By discriminating between volunteer work and working for money and understanding how money is useful, the child should be able to verbally state why people work and the rewards involved.	Discuss: -- Volunteer Work -- Working for money Using pictures as examples of each one: library mother factory worker bus driver etc. Discuss how money we earn is spent. Discuss: 1. Which is the right kind of person for a particular job? 2. When do you use volunteers and when do you use people from the work world?	Our Working World: Neighbors at Work, Act. Book pages 46-47 SRA pictures Lesson 15 from Our Working World: Families at Work pages 110-117 SRA Lesson 27 from Our Working World: Families at Work pages 174-183 SRA Filmstrip: "Learning About Nickels and Dimes" Oshkosh File No.1-60 Books: Elkin, Benjamin "The True Book of Money" Chicago: Children's Press, 1960. Film: About Money Children's Productions, 8 minutes	Teacher Sampling Use 6 children. Have them tell the difference between material and self satisfaction rewards. Give 2 examples of each. Teacher observation of student response.

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WORK WORLD

49

Grade 1

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Soc.-Ec.-Pol. Factor) Recognize that different kinds of work require varying degrees and types of educational preparation. (Struc. & Nat. Factor) Begin to understand that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using the information learned about specific educational backgrounds, the child should verbally state some phase of the educational background necessary for five different jobs.	Children find out from their parent/parents what they had to learn to get their jobs. Report to class. A resource person, such as a doctor, includes his educational experiences in his presentation. Also be sure to use a skilled laborer and/or a non-skilled laborer to report to the class about their jobs.	Pictures: SVE - Study Prints, "Our Community Helpers" A. J. Nystrom Resource Person Film Books and Filmstrips: I Want to Be _____ series, Greene, Carla Teacher resource: School Subjects & Jobs SRA Guidance Series Booklets, 1971	The teacher records the children's statements concerning the five different jobs; before and after suggested activities and discussions.

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SELF

Grade 2

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Begin to recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through pupil-teacher discussion pupils should be able to state goals for their classroom based on prior classroom experiences of "Where have we been? Where are we going?"	1. Construct a pupil-teacher chart stating pupil goals for classroom procedures and learnings for the present year. The pupils will also keep an individual chart.	Pupils - Prior classroom experiences Experience Chart Individual teacher-made charts	Teacher observation and study of individual charts
	2. Use a pupil bulletin board where children can display pictures and a few sentences showing a classmate meeting a goal from the chart. This should be discussed periodically.	Free materials on safety Education for Survival Kit Employers Insurance of Wausau-Special Services Dept. 2000 Westwood Drive, Wausau, Wis. 54401 Filmstrip-- School B-1 to B-18 All deal with school routines and activities	Discussion of B. Bd. Observation of teacher for changed behavior of other students.

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SELF

51

Grade 2

Subject/Dept.

Concept: An understanding and acceptance of self; is important throughout life.

General Objective: Begin to develop an awareness that there is a continuous interaction between ones knowledge and acceptance of self and his emerging life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to identify by telling or listing his expanding privileges and responsibilities within his changing environment.	1. The class will discuss new privileges they have gained and the responsibilities that go with them. Teacher may list these on the board or chart.	Record-"Living With Others -Citizenship" Society for Visual Education 1968	Teacher observation of participation using an interaction chart.
	2. Dramatize situations in which the children can portray interactions with peers and other people evolving from a new privilege.	Children made props for each situation. Skits can come from the children.	Pupil, teacher observation of qualities of growing responsibilities.
	3. Student-Teacher discussion on how each family member has certain needs and responsibilities that are important to all the family members.	Film "A Day With Your Family" Roa's Films, 1696 N. Astor St., Milwaukee -- $7 AF-401 Color - 11 min. "Courtesy for Beginners" AF-501 B/W - 10 min. "Safety to and from School" AF-502 B/W - 10 min. "Safety on the School Bus" Free Material: Bike Safety Public Relations Dept. Goodyear Tire & Rubber Co. Akron, Ohio 44316	Free Material for Snowmobile Safety Bombardiez, Ltd., 8600 Decarie Blvd., Montreal, Quebec, Canada Free Material "Home Safety Checklist" Write the Travelers Ins. Co., Women's Information Bureau, H-1, Tower Sq. Hartford, Conn. 06115

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SELF

Grade 2

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Discover that people bring dignity and worth to their job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The children should be able to tell what kind of job their parents do and how that job contributes to their family and the community welfare, through discussion of family jobs.	1. The children will be asked to note how their parents dress for their jobs, and make a model of them in school the next day. 2. Each child tells about his model which is displayed on a bulletin board for future reference. Things to tell: What job - How they dress - Importance to the family and community.	Parents Materials for models: paper and cardboard crayons yarns cloth milk cartons for bodies Models Peabody Language Development Kit #2 Picture file Use pictures under "People" Use the Green, Carla "I want to_____" (series) "Our Community Helpers" A.J. Nystrom (Study Prints) Benefic Press - Chicago 1962 (Books) Unikits 1, 2, & 3	Observation of models for correct address and tools needed for their parent's job. Observation of child's attitudes about the importance of their parent's job to the family and the community.

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SELF **53** Grade 2

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Discover that work provides the opportunities for one to enhance his dignity and worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should become aware of the value of doing a job to the best of ones ability by comparison of a job well done and a job not well done.	1. The children can bring in or create their own pictures of a job well done for a bulletin board display.	Pictures	Observation of the child's awareness of what constitutes a job well done, and one not well done.
	2. The children will tell in written form which job they would rather be responsible for and why.	SRA Reading Lab Ia Listening Skills #10-An Important Chore Language for Daily Use Harcourt, Brace 1968 poems - pp. 25, 128, 162, 37. Poem: Once a task has begun, Never leave it 'til it's done Be the labor big or small Do it well or not at all.	Observation of the value of a job well done in comparison to one not well done.

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SELF

Grade 2

Concept: Work means different things to different people.

Subject/Dept.

General Objective: Become aware that there are different kinds of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Outcome			
Using a class discussion of how their school operates the child should be able to list six jobs within the school building, and list them in the order of their importance.	1. Teacher directed class discussion on how the school operates and the working personnel. i.e. 1. Why do we need schools? 2. Who runs our school? 3. How is it run?	"School And School Helpers" Teaching Pictures 1969 David C. Cook Publ. Co. Elgin, Illinois 60120 Book: Barr, Jene Miss Terry at the Library Whitman, 1962	Observation of participation by students
	2. The children will be given a teacher-made list of school personnel and the children will rank them in order of importance.	Greene, Carla I Want to Be a Secretary Teacher Librarian Children's Press 1957 Filmstrips: #B-221 "Community Helpers-Librarian" #B-12 "Our School" #B-13 "School Helpers" "School Friends & Helpers" Singer SVE STudy Prints "How Schools Help Us" Hage & Ryan-Benefic Press - 1962 Unikit A	Note child's selection of job importances, it may indicate an interest area for this child.

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SELF

55

Grade 2

Subject/Dept. _____

Concept: Work means different things to different people.

General Objective: Become aware of the different meaning work may have for individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given the opportunity to explore various aspects of a professional sport activity the child should become aware of and be able to list what it means to various participants.	1. Use the example of a professional athlete, i.e. football golf Discuss what this sport means to: 1. Owner of the team 2. player 3. spectator 4. community Make a class list of these findings.	Pictures Teacher directed class discussion.	Observation of participation in discussion and quality of class list.
	2. Provide a resource person involved in sports, hopefully a player, to give first hand information from various aspects of this sport. Make a new class list of the findings and compare with the first one.	Resource person The teacher can write to the: David C. Cook Publ. Co. Elgin Ill. 60120 for pictures relating to athletes.	Observation of class attitude toward speaker - and comparison of pre-list and post list.

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SELF

Grade 2

Subject/Dept.

Concept: Individuals differ in their interests, abilities, attitudes and values.

General Objective: Become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes.)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given a free period and varied classroom activities, the child should be able to make a choice of an activity that interests him and tell why he made that choice.	1. The class will be given a short free period to explore individual interest areas. i.e. science corner - reading corner - enrichment listing center - game corner, etc. 2. Each child will discuss what he did during this free period and why he chose that particular area for free time.	Interest areas around the room. i.e. Materials for Science Corner -Magnifying glass -shapes -Insect holder -Current Science Unit -Objects brought by students.	Anectodal records from teacher observation of each child's free time activity. Teacher written observation of each child's reason for his choice, to put in the anectodal records.

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WORK WORLD

Grade 2

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Soc.-Ec.-Pol. Factors) Begin to recognize that occupations develop from needs of society. Begin to understand the contributions that occupations make to the advancement of society.

Behavicral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After reviewing films and pictures on the Lumber Industry, the child should be able to discuss how it contributes to their community.	1. Children will be shown films on the Lumber Industry. (local if possible) Also use pictures. 2. Discussion of the films and pictures and how they relate to their community, citing the example of the "H.U.D." program and what it means to the Lumber Industry.	Films and pictures of the industry chosen. Send 10¢ for -- "A Job With the Forest Service" Write U.S. Government Printing Offfice, Div. of Public Documents, Washington, D.C. 20402 Request Catalog #38:843/5 "Paper City, Wisc.,USA" Wisconsin Paper Industry Information Service, Neenah.	Teacher observation of children's awareness of the Lumber Industry and what it means to their community.

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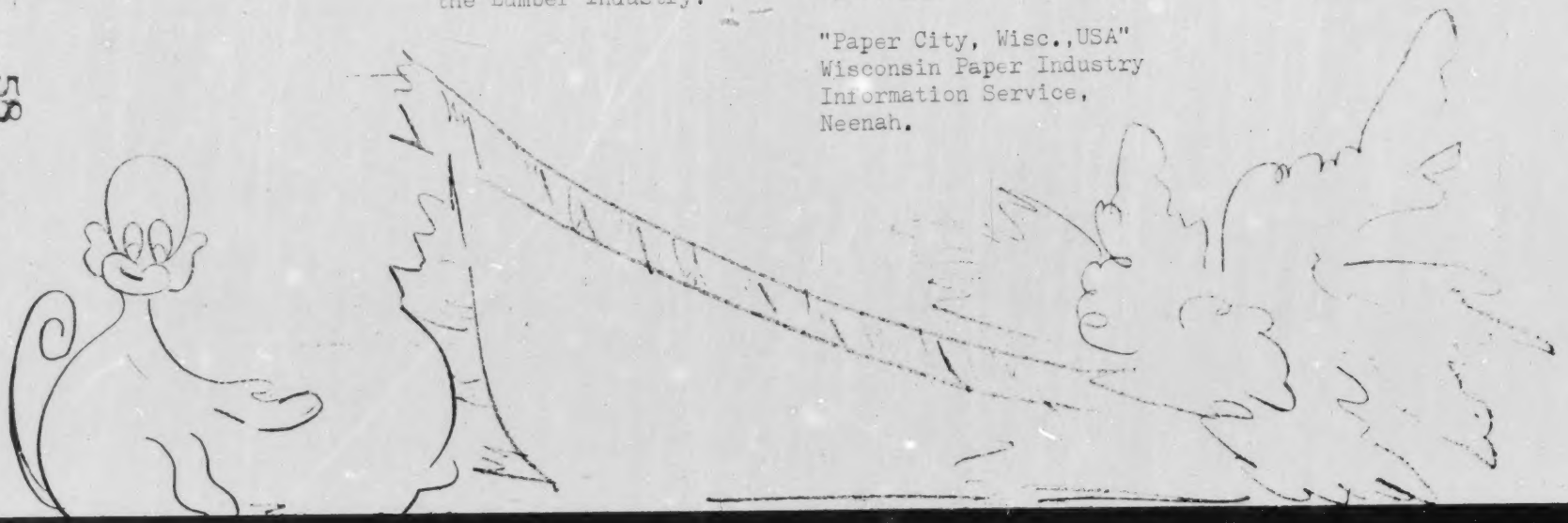

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WORK WORLD

Grade 2

Subject/Dept.

Concept: Occupations exist for a purpose

General Objective: (Individual Psychological Factors) Recognize that occupations develop to fulfill social needs. Become aware of the contributions of occupations to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After the class hears a story about some famous person and plays the game "Who would I be if I could be someone else", the child should be able to tell what kinds of interests and abilities are needed for a specific task.	1. The teacher may read to the class the story, "A Man Named Leonardo" and discuss the unusual interests and training of this great artist, or any other book about some great person. 2. The children will sit in a circle and take turns answering the question - "Who would I be if I could be someone else" and tell why they chose to be that person.	Book - "A Man Named Leonardo" or some other book Public Library Pictures to borrow for class use. Time - Life - books on artists. Oshkosh Museum SRA Reading Lab. Ia Listening Skills #11-The Young Nurse #16-John James Audubon SRA Reading Lab Ib Listening Skills #15-The Plant Wizard #14-Tailspin Eddie	Teacher observation of child's ability to express the interests and abilities needed for a specific task.

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WORK WORLD **59** Grade 2

Concept: Occupations exist for a purpose. Subject/Dept. _____

General Objective: (Structure & Nature Factors.) Recognize that occupations develop to fulfill social needs. Become aware of the contributions that occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After a field trip to a local business establishment and comparison of occupations the class expected to find and actually found on the trip, the child should be able to list most of the occupations involved in the total operation of the business.	1. The class will take a field trip to an airport, shop, etc. to discover how many occupations are involved in its total operation. 2. Before the field trip the class will prepare a list of occupations they expect to find which contribute to the business. After the field trip the class will prepare a list of occupations actually found during the field trip which contribute to the business, and how they are inter-related in the total operation.	Transportation Business place Wilkinson "Come to Work With Us in an Airport" Sextant 1970.	Teacher observation of student observation and participation during field trip. Pre-list and post-list of occupations.

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WORK WORLD

Grade 2

Concept: There is a wide variety of occupations which may be classified in several ways.

Subject/Dept.

General Objective: (Structure & Nature Factor) Begin to develop a recognition of the wide and increasing variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After construction and discussion of a chart classifying occupations as professional, skilled and unskilled labor, the child should be able to list two people for each category	1. The children will construct a chart to be used to classify occupations in various ways Professional | Skilled Labor | Unskilled Labor	Chart - classifying comes from child's own knowledge "Our Working World" SRA "Come to Work With Us in..." Series - Sextant	Teacher observation of the chart.
	2. Each child will list at least two people that are representative of each classification from the chart.	Children's list	Teacher observation of each child's list.

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WORK WORLD

Grade 2

Subject/Dept.

Concept: Work means different things to different people.

General Objective: (Individual Psychological Factors) Recognize the various ways of describing meanings of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After class discussion, to establish meaning of the difference between producers of goods and services, the child should be able to list correctly his classroom activity under the two headings.	1. The teacher will guide the class to understand the meaning of the terms "producers of goods" -- and "producers of services".	Our Working World Series SRA Neighbors At Work pages 5-11 Science Research Associates, Inc. 259 E. Erie St. Chicago, IL 60611	Take a sampling of half the class to determine the understanding of the difference between the terms producers of goods and services.
	2. The child will make a list from a teacher prepared sheet of their classroom activities and place them under the right column -	Teacher prepared sheets	Teacher observation of each child's list.

	Producer of goods	Producer of services
1.	worksheet	watering plants
2.	art proj.	doing the boards

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WORK WORLD

Grade 2

Concept: Work means different things to different people.

Subject/Dept.

General Objective: (Indiv. Psych. Factor) Recognize that work has a personal meaning for every person.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After construction of a grocery store and a bank in the classroom, and role playing, the child should be able to use the vocabulary associated with each job and act out how they are performed.	1. The class will set up a play grocery store and a bank for the purpose of providing the grocer with money for banking, savings, and checking accounts. 2. The children will role play these jobs using the vocabulary associated with ...purchasing ...paying bills ...banking.	Materials for the grocery store and bank. Our Working World Series Neighbors At Work pages 12-13 SRA Science Research Association Inc. 259 E. Erie St. Chicago, Ill. 60611 A list of vocabulary as it comes up for each area. Free Material: "The Story of Checks" Information Dept., Federal Reserve Bank of New York. 33 Liberty St., N. Y., N.Y. 10045 Book: 1. Elkin, Benjamin The True Story of Money Children's Press, 1960 2. Rees, Eleanor At The Bank Melmonte, 1959 3. Scootin, Laura Lets Go to a Bank Putnam, 1957	Observation of constructed work areas noting detail. Observation of the demonstration of the play role activities and the usage of the correct vocabulary.

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WORK WORLD

Grade 2

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Soc.-Ec.-Pol. Factor) Recognize that different kinds of work requires varying degrees and types of educational preparation. (Struc. & Nature Fact.) Begin to understand that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using parent interviews and resource people, the child will be able to report on an interview and become aware of the different education and training procedures for various jobs.	1. The children will take home a teacher/class made set of questions about their parents' jobs and interview their parents. i.e. a. Where do you work? b. What do you do? c. How did you learn to do this? d. Do you produce something? What? e. What happens to it? f. Will you come to school to tell us about it? g. Will you come to school to tell us about your job and what you had to do to get it?	Interview sheets Parents/child	Teacher observation of interview papers and child's ability to relate the information to the class.
	2. Have parents or other persons from three levels of jobs - professional, skilled labor, unskilled labor come to school to be interviewed and talk to the class about their job ho ey are	Resource people	

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SELF

Grade 3

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept.

General Objective: Begin to recognize the need for continuous self appraisal in a diversified society.

Behavioral Objectives	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be able to relate qualities he possesses in order to be a good friend. The child should be able to show comprehension of the general qualities of friendship (as well as the ones he personally possesses) by verbally stating such qualities.	1. Conduct a discussion in which each child contributes the qualities he possesses for friendship. 2. Role playing depicting situations which show particular personality traits. Teacher-student discussion of learning to get along in games, homes and school.	Filmstrip: Character Building, Chicago, Ill., Encyclopedia Britannica Films, Inc., n.d. 16 filmstrips, colored. Filmstrip: Getting Along With Others, Chicago, Ill., Coronet Films, n.d. 16 mm. film. 14 min.	Observation of each child's participation and assessment of appropriateness of the specific qualities indicated as important for friendship. Observation of individual personality traits by pupils and teacher.

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SELF

65 Grade 3

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Begin to develop an awareness that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should be able to communicate verbally and in writing his effect on the primary grades now that he has reached the top of the primary level.	1. The Principal can explore with the class their responsibilities and ways they might help set good examples for the lower grades.	Principal and class	Teacher observation of participation, noting each child's responses.
The child should be able to identify his effect on the primary grades (now that he has reached the top of primary level) by verbally stating such and/or writing a short paragraph.	2. The children can make a picture and write a story about what they feel is most important in being a third grader in reference to the lower grades.	Beim, Jerold Kid Brother (Morrow, N.Y.,1952) Krasilovsky, P., The Very Little Boy (Doubleday, N. Y., 1962) Zolotow, C., Big Brother (Harper & Row, N. Y., 1960 "Communication" Focus on Self-Development, Stage 2: Responding SRA, 1971	Observation - of how each child feels important. Observation - of children performing what they felt was important.

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SELF

Grade 3

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Discover that people bring dignity and worth to their job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After going on a field trip to a communications center, the child should become aware that many jobs are a part of a complete operation.	1. The class will take a field trip to a Communications Center such as - Telephone Company Newspaper Office TV Station Radio Station	Transportation Communications Center Miner, The True Book of Communication, Children's Press, 1960	Pre-test and post-test of child's awareness of the varied jobs.
The child should be able to show awareness that many jobs are part of a complete operation by identifying (written) the role played by the people in a communication center.	2. Each child will choose one of the jobs from the center and write a short paper on how it contributed to the complete operation. Students read and report to class the role of the individual in the total operation of: TV Station Toy Factory Airport Hospital Aerospace House Construction	Contact Oshkosh Telephone Co. for free materials Filmstrip: 641261: The Community Series: Communication, New York, McGraw-Hill Co., n.d. 8 filmstrips each $7.75. McGraw-Hill textfilms, 330 W. 42nd St., N. Y., N.Y. 10036 Sextant Series, Come to Live With Us, Milwaukee, Wis., Sextant Systems, Inc., n.d. 3048 No. 34th St., Milwaukee, Wis.	Observation of each child's awareness of how this job fits in.

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SELF

67 Grade 3

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Discover that work provides the opportunities for one to enhance his dignity and worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using home experiences the child should be able to write or demonstrate how his performance of routine home tasks provides him with dignity and worth.	1. Child will choose one or two routine chores that he performs at home and report orally how it contributes to the well-being of himself and his family.	Child's experiences Stull, Edith, My Daddy Lost His Job, Syracuse, N.Y., L.W. Singer Co., 1967.	Observation of the child's awareness and value of a job well done and one not well done.
	2. Child will dramatize contrasting situations involving routine chores done well and done poorly, showing how it affects the family and himself.	Child's experiences Film: A Day with the Family, Milwaukee, Wis., Roa's Films, n. d. 16mm film. Story #10 - An Important Chore SRA Reading Lab, Listening Skill Builder	Participation and written exercise.

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SELF

Grade 3

Concept: Work means different things to different people.

Subject/Dept.

General Objective: Become aware that there are different kinds of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given a variety of magazines and newspapers the child should be able to assemble pictures that coincide with a given profession. Ex. Doctor, Nurse, Lab Technician = health	1. Class will collect pictures illustrating a wide variety of jobs to be assembled into a classroom scrapbook.	Magazines Newspapers Scrapbook	Observe the diversity and quality of pictures gathered.
	2. Field trip to a local business or mfg. concern (such as Sentry store or Super Valu, etc.) to encourage awareness that there are different kinds of work within one establishment.	Local industry Transportation Book Green, Carla, What Do They Do? New York, Harper & Row, 1963. Film: The Factory: How a Product is Made, Santa Monica, Calif., BFA Educational Media, 1957. 16 mm film. (Rental-$8.00)	Pre-test and post-test.

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SELF

Grade 3

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Become aware of the different meanings work may have for individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using audio-visual materials, a resource person and actual participation the child should be able to compare the vocational and avocational aspects of a hobby.	1. Show a film on professional baseball, and follow it with a class discussion of the players' motives for playing. 2. Divide into teams and have a baseball game and challenge another grade.	Film - from Public Relations representative of a professional team. Screen projector Teams, ball, bat, pinnies, bases. Focus on Self-Development, Stage 2: Reponding SRA 1971	(Compare the motives of the professional player and the classroom child's motives.

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SELF

Grade 3

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using objects associated with various leisure time activities, the child should be able to write a paragraph about several leisure time activities in which he has not previously participated.	1. Each child brings an object he uses in a leisure time activity to display on tables or shelves.	Objects brought from home Display area Objects	Observation of each child's participation and interest
	2. The child acts out his favorite leisure time activity in charades. The class must associate the activity to the object the child brought. (See act. 1)	Discussion pictures for beginning Social Studies, Harper & Row Books: Johnny the Clockmaker E. Ardizzone Crow Boy T. Yashima	Observation of each child's participation and interest

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WORK WORLD

Grade 3

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: Begin to recognize that occupations develop from needs of society. Begin to understand the contributions that occupations make to the advancement of society. (Soc.-Ec.-Pol. Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using a specific example of job displacement, the child should be able to list several possible solutions, which will affect the worker's total life.	1. Give the children an example of an industry closing down in their community, etc. A newspaper stops publishing. Mr. Smith was the sports editor. He has lost his job. What will he do now?	Community Newspaper Stull, E., My Daddy Lost His Job, Singer, 1967 Living As Neighbors Holt Urban Soc.St., 1966 with Teacher"s Manual	Teacher observation of the discussion and list compiled to determine whether the students have explored many options to the problem and were aware of the advantages and disadvantages of each option.
	2. The class will list the options open to him: i.e. 1. Taking a job with another paper in a new community. 2. Taking a different job but staying in the community. 3. Unemployment	Class list on chart paper Story "Red Rooster" E. Boutwell (Reprinted on p.95 of SRA - Our Working World- Families at Work. Resource Unit Discussion questions on p. 168.	

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WORK WORLD

Grade 3

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objective: (Indiv. Psych. Factors) Recognize that occupations develop to fulfill the social needs. Become aware of the contributions of occupations to the advancement of society.

Behavioral Objective	SuggestedActivities	Resources & Materials	Evaluation Procedures
After reading biographies and graphing the results of an interest survey, the child should be able to see the relation of hobbies and vocations.	The children read biographies of famous people such as George Washington Carver and Thomas A. Edison to discover childhood interests and hobbies which may have lead to vocational decisions.	Biographies	Oral check in which the child states at least 3 interests or hobbies which lead to a vocational choice
	Children conduct a survey of adults concerning hobbies the adults had as children and what hobbies these adults have now. Graph the results of the survey.	Adults survey questions Chapter 8 - about hobbies 1001 Valuable Things You Can Get Free - Mort Weisinger	Observing the graph.

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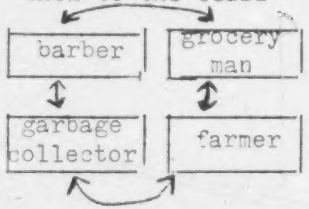
WORK WORLD

Grade 3

Subject/Dept. _____

Concept: Occupations exist for a purpose.

General Objective: (Structure & Nature Factors) Recognize that occupations develop to fulfill social needs. Become aware of the contributions that occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After the construction of a chart depicting the interdependency of workers, the child should be able to explain what the chart means.	1. Children work in small groups to develop a circular chart showing the interdependency of workers. Upon completion of the charts, the group may explain them to the class 	Chart Film: Economics: Workers Who Build Houses, Santa Monica, Calif., BFA Educational Media, 1970. 16 mm film. 11 min. People Who Help Our Community, Parnassus, N.J., Troll Associates. 10 transparencies.	Teacher observation of the chart and child's ability to explain it.
After examining the process involved in manufacturing a product, the child should be able to sequentially list the steps necessary to complete a finished product.	2. Class will examine a product, (i. e. shoes) from its origin to its completion.	American Footwear Institute, How Modern Shoes are Made, New York, the Institute, n.d. The Factory: How a Product Is Made, Santa Monica, Calif., 1957. 16 mm film. Come to Work With Us Series-Children's Press. Unit 5: Level 3 The Social Sciences Harcourt,Brace 1970	Teacher observes to see if the child can make an accurate list.

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WORK WORLD

Grade 3

Concept: Work means different things to different people.

Subject/Dept.

General Objective: (Indiv. Psych.Factor) Recognize the various ways of describing meanings of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By creating a mobile and identifying specific producers of goods and services, the child should be able to verbally explain their dependency on each other.	1. Each child creates a hanger mobile depicting the need for various workers in the community. Teacher stresses the need for "balance" of producers of goods and services.	---Hangers ---Wire strings ---Pictures of producers of goods and services Filmstrips #B-1538 and B-1551 "Interdependent Nation" Jenn Publications Social Studies Worksheet #B239.	Teacher observation of mobile and listening to child's account of why the goods and services on his mobile "balance" in the economy.
	2. List outer clothing and items in purse or pocket. Make chart.	Teacher-made worksheets Children's items "How" Series,Benefic Press Example: McCall, Edith S. and others, How We Get Our Clothing. (1961)-Benefic Shannon, Terry About Ready to Wear Clothes, Melmont, 1961 Unit 5: Level 3 The Social Sciences: Harcourt, Brace 1970.	Observe lists noting their completeness and accuracy. Draw a picture of one adult you know. List or draw many of the people who depend on him. List or draw those upon whom he depends. An interesting class collage might be made from the results.

Goods I Have	Where they came from	
	Producers of Goods	Producers of Services
Boots	Goodyear Rubber	Sears
Pencil	Wallace Pencil Co.	K-Mart

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WORK WORLD

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Grade 3

Subject/Dept. _____

Concept: Work means different things to different people.

General Objective: (Indiv. Psych. Factor) Recognize that work has a personal meaning for every person.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By discussing the vocabulary associated with banking and actually visiting a bank, the child should be able to match the vocabulary with the correct definitions on a teacher-made worksheet.	1. Discuss the vocabulary associated with banking. List. Use this list as a crossword puzzle. Example: s c a h investment i c n k g s	Crossword puzzle Playlet: "A Trip to City Bank" Stories and questions pp 39-145-Our Working World -- Families At Work. SRA Resource Unit	Teacher check for accuracy of puzzle
	2. Field trip to local bank. Seeing the vault, savings dept., loan section, etc.	Bank Book: Elkin, Benjamin, The True Book of Money, Chicago, Ill., Children's Press, 1960. Rees, Elinor, At the Bank, Chicago, Ill., Melmont Co., 1959. Rosenfield, Bernard, Let's Go to the U.S. Mint, New York, G.P. Putnam's Sons, 1960 Sootin, Laura, Let's Go to a Bank, New York, G.P. Putnam's Sons, 19[illegible]	Teacher observation of student interest 1. questions asked of the guide 2. follow-up discussion 3. correctness of matching vocabulary with definitions

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WORK WORLD

Grade 3

Subject/Dept.

Concept: There is a wide variety of occupations which may be classifed in several ways.

General Objective: (Structure & Nature Factors) Begin to develop a recognition of the wide and increasing variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By participating in a classified activity pertaining to occupations, the child should be able to place them in the proper training categories.	1. Give class list of occupations on board -list training levels College | vocational | no training Place occupation at proper level	Teacher Resource: Our World of Work SRA Guidance Series Booklet, 1970 (Chart on p. 19)	Teacher and pupil review appropriateness of classsification.
Using local business the child should categorize the various jobs by training needed.	2. Select one local business, such as a department store, and have the class list the involved occupations by training needed.	Filmstrip Series: A Direction for Tomorrow, Bowman Kt 371.425 M747 "Money Tree" J622 "Jobs for the Now Generation" C113 "Cabbages to Kings" C727 "Compassion for People" AVID Corp. E55S "Employment Opportunities"	Completeness and appropriateness of classification.

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WORK WORLD

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Grade 3

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Soc.-Ec.-Pol. Factor) Recognize that different kinds of work require varying degrees and types of educational preparation. (Struc. & Nat. Factor) Begin to understand that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After taking part in discussion and dramatization, the child should be able to explain at least four ways in which the child's school experiences will affect their future.	1. Ask the children to imagine what it would be like if there were no school. After initial enthusiasm is worn down, ask them to consider what it would be like to try to get a job, when they are grown, if they had not gone to school. 2. The children may dramatize an employer and prospective employee interview. The person seeking the job has never gone to school and has no training for any kind of job.	Teacher Resource: School Subjects and Jobs SRA Guidance Series Booklets, 1971	Sampling: Select five children, ask them to tell as many ways as they can that school will affect their future.

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SELF

Grade 4

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept.

General Objective: Understand the importance of examining one's strengths and limitations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using the question, "What qualities must a class officer possess?" each student should contribute to a listing of leadership characteristics.	Individual research in library to identify particular personality traits exhibited by famous people, such as: presidents, military personnel, etc.	Media Center Filmstrips: 1. Character Formation Bailey Films, Inc. 2. Developing Your Personality, Ency. Britannica 3. Foundations for Occupational Planning SVE Series A 778 SA "Who Are You?" "What do You Like to Do?"	Teacher observation of pupil participation and characteristics identified.
Given a list of leadership characteristics the child should be able to list those he believes he possesses.	Conduct classroom campaign for election of class officers in which each child relates his own characteristics.	List of leadership characteristics as compiled by teacher and class cooperatively. Books: 1. People of Destiny Series, - Children's Press 2. Social Sciences: Concepts & Values, (Gr.4) pg.22-29 Harcourt Brace 1970 3. Focus on Self-Development, Unit M., Stage 2 (Responding) SRA Story record	Teacher observation of realistic self appraisal.

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SELF

Grade 4

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given a list of topic sentences, each student should be able to increase his awareness and acceptance of self.	The child will write a paragraph using one of the following topic sentences: I get angry when... My most embarrassing moment was... My happiest day of my life was...	Past experiences of each child	Teacher awareness of child's understanding and acceptance of self.
Each student should be able to collect and rank from available newspapers and magazines pictures of people performing occupational tasks that interest him.	The child will collect pictures and rank in importance as viewed by the child people performing occupational tasks which reflect his own interests and abilities.	Newspapers and magazines Me,Myself and I Series 202 A-F (filmstrips & records) Eye Gate House Learning to Live Together Pt.2, SVE Educational Filmstrips and records F802 Series: 1.Getting Along with Your Family. 2.Chuck Learns About Sharing. 3.Learning How To Be Liked. 4.Learning to Make Friends.	Teacher awareness of child's meaningful choices and attitude toward different occupations.

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SELF

Grade 4

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Accept that people bring dignity and worth to their job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using the child's daily contacts with people in his community, the student should be able to make a generalization that people bring dignity and worth to their job.	The children will list and discuss the persons who affected their lives that day.	People in community Filmstrips: Foundations for Occupational Planning SVE Series A778 SA: "Who Are You", "What Do You Like to Do"	Teacher's observation of how each child values other people and their occupations
Using job experience of a variety of people in the community, the child should become aware of the dignity and worth of each job.	Several workers from widely varying occupations will visit the classroom and explain the value of their work to the community.	People in community	Pre-test and post-test of child's attitude toward various occupations

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SELF

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Grade 4

Subject/Dept. _____

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Appreciate the manner in which work may prove the opportunity for individual to enhance his dignity and worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using the neighborhood environment, the child should be able to identify by listing ways in which work provides opportunity for the individual to enhance his dignity and worth.	1. Child will choose one person in his neighborhood that he feels gives dignity to his job and tell why. Such as: baby-sitter grocer garbage man mailman service station attendant	Neighborhood Community Workers & Helpers, SVE Educ. Filmstrips & records. F210 Series: 1. School Workers 2. Library Workers 3. Supermarket Workers 4. Doctor's Office Workers	Checklist; which might include: 1. Speaks courteously 2. Conscientious performance of task 3. Cheerfulness 4. Regard for person 5. Honesty
	2. Resource person from neighborhood to speak to class regarding his job satisfaction, dignity and worth.	Neighborhood resource person	

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SELF

Grade (Intro.) 4

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: Become aware of some critical environmental elements which have an effect upon one's career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using biographical information, the child should be able to list environmental factors that may have influenced the person in the biographical sketch (es) toward career development.	1. Teacher might read a short biographical sketch or sketches to the class to stimulate interest in investigating environmental affects on one's career.	Lives of Poor Boys Who Became Famous by S. D. Balton (Crowell Co.) Books: People of Destiny Series Children's Press	Awareness and accuracy of identifying environmental factors.
Using knowledge gained through discussion of environmental factors, the child should categorize the factors which affect one's career development.	2. Class discussion of the environmental factors in the community which affect career development, such as: 1. size 2. location 3. availability of natural resources 4. higher educational facilities.	Teacher - child experiences and knowledge Tapes: Biographical Troll Associates Film: 1. People Are Different And Alike. Coronet, 65 E. Water St., Chicago, Ill. 60601 2. Jobs In The City (Women At Work) F-20 Centron Ed. Films 1621 W. North St. Lawrence, Kansas	Awareness of accuracy and appropriateness of categorization.

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Grade 4

SELF

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: Begin to realize that individual factors affect one's career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using local occupations, the child should enumerate local jobs which are wholly dependent upon environmental factors	1. List the jobs in our community which are wholly dependent upon environmental factors, such as: 1. college professor 2. airport controller 3. marina operator	Community environment Chamber of Commerce Telephone Directory	Accuracy and quality of the list of jobs.
	2. Field trip to an establishment which is wholly dependent upon environmental factors, enumerating through discussion the relationship between factors and occupations.	Local establishment Transportation Filmstrips: 1. Working Together On Man's Earth(12060) Ency. Britannica 2. Living on Man's Earth (11880) Series of 9 Ency.Britannica 3. Man's Earth Home (11990) Series of 8 Ency. Britannica	Accuracy and quality of the list of jobs.

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SELF

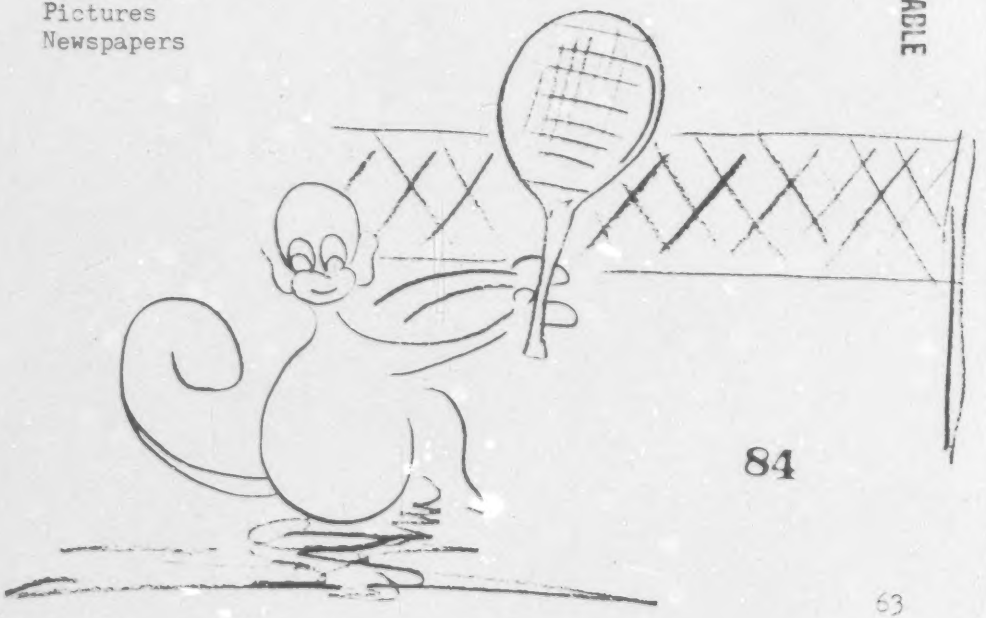
Grade 4

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: Begin to understand that an individual's occupation can influence his life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing, through discussion, family and community experiences, the child will list or illustrate ways that an individual's occupation can influence life style.	1. Class can discuss and list the ways that occupations influence leisure time. Teacher may write a partial list and ask children to complete it by thinking of what workers might like to do in leisure time.	Family and community experiences.	Teacher observation of child awareness through composition of list and bulletin board.
	2. Bulletin board developed around the theme "When Workers Aren't Working", illustrating leisure time activities of workers of various occupations.	Media Center Pictures Newspapers	



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SELF

Grade 4

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: Begin to understand that a preferred life style may influence one's occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through matching pictures and dramatization, the child should express ways in which a preferred life style may influence one's occupational choice.	1. Collect pictures showing various life styles and match them with appropriate occupations, such as: 1. Teacher - Summer Projects 2. Doctors - clothing 3. Factory worker - discount store	Newspapers, magazines Filmstrips: What Will I Be? Educational Communications Ind.,Inc.	Accuracy and appropriateness of matching.
	2. Class will divide into groups and present skits, showing the various life styles as related to one's occupational choice.		Teacher awareness of child's understanding as demonstrated by skit.

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SELF

Grade 4

Concept: Work means different things to different people.

Subject/Dept.

General Objective: Begin to assess the meanings work may have for individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information or knowledge gained through discussion and resource personnel, the child should be able to identify through a checklist that work means different things to different people.	1. Class discussion of reasons why people work by asking questions, such as: a. What is the difference between work and play? b. What is the difference between work and hobby? c. When is work interesting and a pleasure? etc.	Child's experiences Study Prints: "People and Their Needs" Laidlaw Bros.,1970	Teacher observation of participation and understanding of different meanings of work.
	2. Conduct a panel consisting of fathers, neighbors, etc. in school community to discuss the various meanings of work.	Neighborhood resource people.	Checklist of different meanings that work may have, such as: 1. money 2. prestige 3. pleasure 4. work is boring

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SELF

Grade 4

Subject/Dept.

Concept: Individuals differ in their interests, abilities, attitudes and values.

General Objective: Differentiate himself from others by describing how he resembles and differs from others. Understand the various ways of identifying and describing individual differences.

Behavioral Objective	Suggested Activities	Resources	Evaluation Procedures
Utilizing available pictures, the child should prepare a collage comparing his own interests, abilities, attitudes and values with those of others in his class.	1. Each child will prepare a collage depicting his own interests, attitudes and values.	Pictures from various magazines, papers, etc. Art materials	Teacher observation of child's varied interests and self-appraisal.
	2. Assemble a bulletin board using individual collages, to illustrate and discuss how individuals resemble and differ in interests, abilities, attitudes and values.	Collages Filmstrip: "What Do You Like To Do" SVE Work Kit	Teacher observation of child's awareness of his relationship with others.

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WORK WORLD

Grade 4

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objective: (Socio-Economic & Political Factors) Understand that occupations develop from social needs. Recognize some of the contributions occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using experiences or visual aids, the child will become aware that occupations develop from social needs and contribute to society.	1. The child will complete a statement such as: We need (doctors) because ... (firemen) (auto mechanics)	Child's experiences	Child's awareness of the needs of society.
	2. The child will develop a chart relating to social needs and compare and contrast the occupations of the past to those of today. Ex. Social Need Transportation Past — Present blacksmith — auto mechanic	Media Center Film - The American Road Ford Motor Co. Film Library Dearborn, Mich. 48121 Free Filmstrips: 1. Community Workers & Helpers F210 Series SVE 2. Farmer & City Man Need Each Other Material Center	Child's awareness of the changing needs of society.

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WORK WORLD

Grade 4

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: Recognize that occupations develop to fulfill social needs. Understand some of the contributions of occupations to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information gathered from resource persons, the child should become aware, through discussion, that occupations exist to fulfill individual psychological needs.	1. Resource person discuss with class the question "What does your career mean to you?" followed by question and answer period. 2. Child will choose one person in his neighborhood, ask him the personal meaning of his job and write a paragraph based on his findings.	Examples of resource person: 1. football player 2. artist 3. machine worker 4. farmer Tapes: Biographical Troll Associates	Quality of questions asked by class Quality of content of paragraph.

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WORK WORLD

Grade 4

Concept: Work means different things to different people.

Subject/Dept.

General Objective: (Structure Factor) Begin to understand that occupational requirements influence the content and direction of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using a family experience, the child should show through discussion or visuals that occupational requirements influence educational preparation.	1. Child will discuss with family and record what additional education or training was required to retain or advance in his career.	Family experiences	Awareness of changing requirements
	2. Child will develop a visual showing that a career may require additional training or education.	Newspapers Magazines Family experiences Art supplies Filmstrips: 1. "What Do Fathers Do" 2. "What Do Mothers Do" 3. "Why Fathers Work" Edu-Craft 4. "My Mother Has A Job" Series Kit DW400AF Eye Gate House	Awareness of changing requirements

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WORK WORLD

Grade 4

Subject/Dept.

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: Recognize that there is a wide and increasing variety of occupations. Understand the various ways of classifying occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using resource material, the child should be able to recognize that there is a variety of occupations and various ways of classifying them.	1. Each child will prepare a collage showing people working in a variety of occupations in Wis. 2. Each child, using his collage, will classify the occupations such as: Day - Night By industry	Newspapers Magazines Collage Media Center Film: "Learning to Study Your State", BF1801 Filmstrips: "What Is a Job?" SVE Work Kit World of Work EFC 201-211 Series Edu-Craft	Variety of occupations included Degree of sophistication of the classification system.

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WORK WORLD

Grade 4

Subject/Dept. _____

Concept: Work means different things to different people.

General Objective: (Individual Psychological Factors) Understand the various ways of describing meanings of work. Understand that work has a personal meaning to every person.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using experiences or the dictionary, the child should understand the various ways of describing work.	1. The children will develop a set of definitions for work giving all its meanings and uses, without use of dictionary. The dictionary will be used later for self evaluation.	Child's experiences Dictionary Filmstrip: Why Do People Work Visual Ed. Consultants	Variety of definitions
	2. The children will make a list of synonyms for the word work.	Child's experiences Dictionary Study Prints: "People and Their Needs" Laidlaw Bros., 1970	Variety of synonyms

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WORK WORLD

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Grade 4

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Socio-Economic & Political Factors) Understand that different kinds of work requires varying degrees and types of educational preparation. Understand that occupational requirements and competencies influence educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using mass media or a resource person, the child should understand that changing social problems affect work and education.	1. Class discussion based on ecological problem such as non-returnable bottles, to show how this will create different kinds of work.	Mass media	Appropriateness and depth of discussion.
	2. Resource person to discuss how the above ecological problem will affect the operation of his plan. Follow-up: Question and answer period	Resource person	Participation in and understanding of presentation.

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WORK WORLD

Grade 4

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: Understand that different kinds of work requires varying degrees and types of educational preparation. Understand that occupational requirements and competencies influence the content and direction of educational preparation. (Structure and Nature Factor)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through dramatizations or field trips, the child should demonstrate orally or in writing, that different kinds of work require varying educational preparation.	1. Dramatize a job interview in which a perspective employer rejects an applicant because of a lack of education. Follow-up: Discussion of factors involved.	Student Participation.	Teacher observation of participation in dramatization or discussion.
	2. Field trips with resource persons, explaining educational needs for occupations. Ex. City Manager	Resource people.	Teacher observation of participation in discussion.
		Teacher Resource: School Subjects & Jobs SRA Guidance Series Booklets, 1971	

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WORK WORLD

Grade 4

Subject/Dept.

Concept: Job specialization creates interdependency.

General Objective: Recognize that jobs are coordinated in the production of goods and performance of service. Become aware that worker cooperation is essential.

Behavioral Objective	Suggested Activities	Resources	Evaluation Procedures
Using community resources, the child should recognize that the individual and environment influence career development.	1. Take a field trip to a local industry such as .... to recognize how each job depends on others. Follow-up: Discussion.	Local industry	Ability to recognize and discuss
	2. Have a resource person such as a nurse tell about the cooperation necessary in an operating room. Follow-up: Question and answer period.	Resource person Book: People and Their Actions in Social Roles. page 86, Prentice Hall, 1967	Ability to recognize and discuss

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SELF

Grade 4

Concept: Environment and individual potential interact to influence career development.

Subject/Dept.

General Objective: Recognize that career development is influenced by changing individual and environmental facts acting separately or together. (Psychological Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using a film, the student should be able to recognize that environment and individual potential interact to influence career development.	1. View a film such as "Wisconsin Dells Country" to show how a resort community is influenced by the interaction of individual and environmental factors. During the film, the child will list these factors	Film: "Wisconsin Dells Country" Wisconsin Dells Chamber of Commerce	Ability to identify important factors
	2. Using individual lists, the class will compile a list of the most appropriate factors.		Ability to identify the most significant factors.

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WORK WORLD

S7

Grade 4

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: Understand that an individual's occupation can influence his life style.
Understand that preferred life style may influence occupational choice.

Behavioral Objective	Suggested Activities	Resources	Evaluation Procedures
Using the child's knowledge or a life situation, the child should understand that occupations and life styles are interrelated.	1. Teacher-class discussion of meaning of life style and application of this meaning to themselves, indicating the affect on an individual's occupational choice.	Child's knowledge and experience.	Self-analysis
	2. Give each child a life situation such as an allowance of 50¢ per week for six months and identify how it would be used.	Life situation Filmstrips & Records: 1. Dollars and Sense Troll Associates 2. Six Families in the U.S. series 6446 Ency. Britannica	Realistic application to meaning of life style

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WORK WORLD

Grade 4

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (Socio-Economic & Political Factors) Recognize that an individual's occupation can influence his life style. Recognize that preferred life style may influence occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using knowledge and experiences, the child should recognize that a preferred life style may influence occupational choice.	1. Have each student select one occupation and indicate a preferred life style.	Child's knowledge and experiences	Ability to recognize that a relationship exists
	2. Have each student illustrate the relationship of occupations to life style.	Child's knowledge and experiences	Ability to recognize that a relationship exists

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CAREER PLANNING & PREPARATION

Grade 4

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: Realize that different kinds of work require varying degrees and types of educational preparation. Realize that occupational competency requirements influence the kind and degree of one's educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using an oral report or illustration, the child should realize that different kinds of work require varying degrees or types of education.	1. Child will choose three occupations from a teacher-devised list and orally report on the education and/or training needed in each occupation. Examples: barber — engineer doctor — janitor electrician — nurse	List of occupations Media Center Filmstrips & Records: 1. Community Workers & Helpers, F210 Series SVE 2. World of Work EFC 201-211 Series SVE WORK KIT	Completeness of education requirements
	2. Child will illustrate through drawing, cartoons, or pictures, different kinds of work which require: a) math b) reading c) spelling	Teacher Resource: School Subjects & Jobs, SRA Guidance Series Booklets, 1971	Variety of work requiring similar education

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CAREER PLANNING AND PREPARATION

Grade 4

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: Aware that occupational supply and demand has an impact on career planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing a community resource person, the child should become aware, through discussion, that different types of work require varying degrees and types of educational preparation.	1. Resource person to discuss with class the updating of educational and training requirements needed for continual competency; such as: black/white versus color TV - repairman	Community resource person. Teacher Resource: School Subjects & Jobs SRA Guidance Series Booklets, 1971	Appropriateness and depth of questions the student asks during discussion.
	2. Resource person from local technical institute to discuss with class the education and training requirements needed for various occupations.	Community resource person.	Appropriateness and depth of questions the student asks during discussion.

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CAREER PLANNING & PREPARATION

Grade 4

Subject/Dept.

Concept: Occupational supply and demand has an impact on career planning.

General Objective: Awareness of employment trends and changes

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using a resource person or skit, the child should become aware, through discussion, that occupational supply and demand has an impact on career planning.	1. Presentation by a resource person from local industry who has experienced a change of employment due to supply and demand, such as a telephone operator or teacher, followed by question and answer period.	Community resource persons. Book: Social Sciences: Concepts & Values, pg.166 Harcourt & Brace, 1970	Quality and depth of discussion.
	2. Class-prepared skits showing how current trends affect supply and demand, such as long hair affecting the occupation of barbers, followed by class discussion.	Child's experiences.	Quality and depth of discussion.

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CAREER PLANNING & PREPARATION

Grade 4

Subject/Dept.

Concept: Occupational supply and demand has an impact on career planning.

General Objective: Awareness that occupational supply and demand has an impact on career planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using available resources, the child should show awareness, through pictures or lists, of employment trends and changes.	1. Child will collect and assemble pictures in a scrapbook depicting employment trends and changes.	Newspapers, magazines, etc.	Completeness and content of scrapbooks.
	2. Each child will choose one occupation in Wisconsin and list employment changes; such as: a. lumbering b. farming c. dairying	Media center Child's experiences Video Tape: Paper Industry, V30-H Sony (Available UW-O)	Quality of list of employment changes.

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CAREER PLANNING & PREPARATION

Grade 4

Concept: Environment and individual potential interact to influence career development.

Subject/Dept.

General Objective: Aware that career development is influenced by changing individual and environmental factors acting separately or together.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using resource persons, the child should develop an awareness that career is influenced by changing individual and environmental factors.	Child will discuss the lives of famous persons who have a change in their career for various reasons such as: age injury illness education retirement	Community Books: People of Destiny Children's Press	Suitability of oral report.
	Interview available grandparents and list the changing factors which influence career choice and development such as: lumbering mining grocers	Grandparents	Teacher's evaluation of list.

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CAREER PLANNING & PREPARATION

Grade 4 (Intro.)

Subject/Dept.

Concept: Individuals can learn to function effectively in a variety of occupations.

General Objective: (Training and Education) (Information Gathering) (T. & E.) Awareness that individuals can develop potential which can be utilized in a variety of occupations. (Info. Gath.) Aware that individuals are able to develop potentials which can be expressed in a variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information gathered through visual aids or research, the child should be aware that individuals can develop potentials in a variety of occupations.	1. Show films and filmstrips on occupations. Have students point out skills needed for specific occupations. 2. Each child will select one occupation and research it for skills needed.	Big City Workers Little Town U. S. A. Eyegate Filmstrips & Records: 1. World of Work EFC 201-211 Edu-Craft 2. Community Workers & Helpers, Series F210 SVE Work Kit 3. Foundations for Occupational Planning, SVE Series A778SA: "What Is A Job?" "What Are Job Families?" "What Good Is School?" Film: "Build A Better Life" National Assoc. of Homebuilders, Plastic Reel Assoc. of America 640 So. Commercial Ave. Carlstadt, N.J. 07072 ($35)	Ability to identify skill requirements for specific occupations.

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CAREER PLANNING & PREPARATION

Grade 4 (Intro.)

Concept: Individuals can learn to function effectively in a variety of occupations.

Subject/Dept.

General Objective: (Training and Education) (Information Gathering) (T. & E.) Awareness that individual potential can be developed in a variety of occupations. (Info. Gath.) Aware that individuals have the potential to develop skills in a wide variety of occupations. Realize that individuals have assets and limitations as they relate to job requirements.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using his own experiences, the child should develop, through listing and acting, an awareness that an individual's potential can be developed in a variety of occupations.	1. Class may develop a hypothetical person, (silhouette on bulletin board), making up his interests and abilities. Then compile a list of occupations the individual might do well because of his interests and abilities.	Class experiences	Teacher observation of the relationship of interests and abilities to the occupation.
	2. Class will choose one subject. Then each child will choose an occupation that uses the subject and act out the occupation in charades.	Child's experiences Media Center	Teacher observation of the variety of occupations related to specific subjects.

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CAREER PLANNING AND PREPARATION

Grade 4 (Intro.)

Concept: Career development requires a continuous and sequential series of choices.

Subject/Dept.

General Objective: (Information Gathering Factors) Aware that career development is a life-long process which unfolds from the interplay of their past experiences and decisions. (Tr. & Ed.) Awareness that career development is a life-long process which unfolds from the interplay of their past experiences and decisions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information gathered through resource people, the child should become aware that career development is a life-long process.	1. Teacher model - teacher uses personal experiences to illustrate how past experiences influence career choice. Follow-up with question and answer period.	Teacher	Ability to identify how influences affect career choice.
	2. Ask a resource person from the community to explain how his life-long experiences have influenced his career choices. During the presentation students will record various career influences which will be the basis for class discussion.	Resource person from the community	

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CAREER PLANNING AND PREPARATION

Grade 4

Concept: Career development requires a continuous and sequential series of choices. Subject/Dept.

General Objective: (Information Gathering Factors) Aware that individuals must consider many variables as they develop their career goals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using knowledge gained through experiences or research, the child should become aware that career development is influenced by a continuous series of choices.	Invite Senior Citizen Program Members to discuss how peers, family and community background influenced their choice of careers.	Senior Citizens	Discussion and Teacher observation.
	Ask local Juvenile Aide officer to discuss how criminal acts may affect jobs.	Juvenile Aide Officer	

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SELF

Grade 5

Subject/Dept.

Concept: An understanding and acceptance of self is important throughtout life.

General Objective: Understand the importance of examining one's strengths and limitations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given a list of varied physical education activities the child should be able to choose the one in which he can perform the best	Set up a variety of physical education activities to include: Soccer, Softball, Football, Volleyball, Tumbling, Rhythms	Physical education guide and P.E. specialists.	Teacher and pupil observation of self appraisal and performance.
Given a list of tasks involved in preparation of a class newspaper each child should be able to select and perform tasks for which he feels he is best suited.	Formation of class newspaper including the following sections: Editorials, Sports, Cartoons, Feature Articles, Opinion Polls, Creative Writing	Information Kit, Milwaukee Journal, Staff, Oshkosh Daily, Northwestern	Teacher and pupil observation of self appraisal and the quality of class newspaper.

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SELF

Grade 5

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept.

General Objective: Understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using a daily record, each child should be able to identify and evaluate his actions daily.	The child will maintain a daily record which may include the following: What I did today that was good? What I would change tomorrow if I could?	Self inventory	Teacher-student periodic interaction on daily record.
Using the pictures of occupational tasks, the child should be able to rank and explain the reasons for his choices.	The child will collect or draw pictures of people performing tasks which reflect his own interests and abilities. The child will rank with written explanation the basis for the order of importance.	Newspapers, magazines, and drawings. Me, Myself, and I series (filmstrips and records) Eyegate House	Teacher awareness of child's meaningful attitudes toward different occupations.

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SELF

Grade 5

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Accept that people bring dignity and worth to their job.

Behavioral Objective	Suggested Activities	Resources and Materials	Evaluation Procedures
Using information gathered through research, the child should be able to develop an awareness of the dignity and worth of various jobs.	Role playing of widely varying occupations of a particular region of the U.S. such as: coal miner farmer fishermen garment worker	Media Center Filmstrip & Record: "Six families in the U. S." Encyclopedia Britannica	Pre-test and post test
	Discussion of the unpleasant features of widely varying occupations	Pupil experiences	Individual participation and ability to recognize and accept unpleasant features

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SELF

Grade 5

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Appreciate the manner in which work may prove the opportunity for individual to enhance his dignity and worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given a teacher-pupil devised questionnaire, the child should be able to interview and record opinions of others concerning the importance of a specific job.	1. Conduct a neighborhood opinion poll concerning the importance of a class selected job (such as garbage man or city street crew) to the persons being interviewed	Questionnaire Neighborhood Class itself	Results of opinion poll itself.
	2. Tabulate the opinion poll and through discussion formulate generalizations concerning the results of the poll.	Opinion poll questionnaires	

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SELF

Grade 5

Subject/Dept.

Concept: Work means different things to different people

General Objective: Begin to assess the meanings work may have to individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using visual aids, the child should be able to state, in writing, the various meanings that work may have for individuals.	1. Children will make sets of cartoons showing where a particular kind of activity may be a means of earning a living or a means of recreation, such as fishing, baseball. 2. Film or filmstrip 3. Using the following list of activities, the child will name two people, one for whom the activity would be fun and for the other a job: a. strawberry picking b. driving a vehicle c. driving a tractor d. washing dishes	Media Center pictures magazines, etc. Filmstrip B544-"We Ride the Pony Express" Film BF406-"The Truck Driver" List of Activities	Cartoons themselves Paragraph describing the meanings work may have. Suitable lists

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SELF

Grade 5

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Differentiate himself from others by describing how he resembles and differs from others.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using check list provided, the child will assess his own interests, abilities, attitudes and values.	1. Class will compile a check list concerning their interests, abilities, attitudes and values, after which each child will assess himself by use of check list. Items which might be included are: 1. I like to be by myself. 2. I like to help people.	Child himself Check list	Teacher observation of child's realistic self-appraisal
Using information and ideas from audio-visual materials, the child will brain storm the interests, abilities, attitudes and values of others	2. Films, followed by discussion.	"Goals & Dreams" story of Marilyn Van Derber Sterling Movies Booking Dept. 43 W. 61st St. New York, N. Y. 10023 "Life's Higher Goals" story of Bob Richards General Mills, Inc. 9200 Wayzata Blvd. Minneapolis, Minn. 55440	Teacher observation of child's realistic appraisal of others

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SELF

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Grade (Intro.) 5

Subject/Dept. _____

Concept: Environment and individual potential interact to influence career development.

General Objective: Become aware of some critical environmental elements which have an effect upon one's career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using placement of tags on a map of the United States, the child will become aware of the relationship between physical environment and occupations.	1. Child will place on a map of the United States, tags which identify the general occupations of each area.	U. S. Map Board, salt, flour and water for map.	Accuracy in placing occupational tags in geographical areas.
Through listening activities, the child should state briefly how environmental factors of a geographical area affect career development.	2. Activity in which the child will listen to recordings of various songs and identify the geographical area which they represent, such as: "Pick a Bale of Cotton" "Blow the Man Down" "Home on the Range"	Media Center Recordings Music Specialist Filmstrips & Records: 1. "Six Families in the U.S." Ency.Brit. 1971 2. Working in U.S. Communities I & II SVE Film: BF 306 The Central Farming Region	Accuracy in listening and responding.

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SELF

Concept: Environment and individual potential interest to influence career development.

General Objective: Begin to realize that individual and environmental factors affect one's career development.

Grade 5

Subject/Dept.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using available resources and materials, each child should list or discuss occupations in the United States which are wholly dependent upon environmental factors.	1. Child will list the jobs in the United States which are wholly dependent upon environmental factors, such as: 1. stevedore 2. sheep herder 3. trapper 4. lumberjack	Social Studies texts Harcourt, Brace, Janovich Media Center Film: BF-1502 "The Lumberman" BF-301 "Cattlemen: A Rancher's Story" Filmstrips: D1501-1600	Accuracy and quality of the list of jobs.
	2. Film or filmstrip which may show work in different geographical areas, and discussion of the affects of the geographical locations on occupations.	"Where People Live - Work" - Vis. Ed. Consultants "Working in U.S. Communities", SRA Filmstrips: B1532-B1534 "Redwood Industry" B1510 "Story of West Coast Lumber" B1511 "Fishermen of Gloucester at Sea" B1514 "Pacific Salmon Run" B312 "Cattle Raising"	Accuracy of answers to discussion questions. Summerizing.

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SELF

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Grade 5

Subject/Dept.

Concept: Occupations and life styles are interrelated

General Objective: Begin to understand that an individual's occupation can influence his life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing neighborhood resources the child should incorporate information as to relationship of occupation and life style into a graph or chart.	1. Class will conduct a survey in their neighborhood, using a questionnaire devised by teacher and class, which could include: 1. type of work 2. leisure time activities 3. type of car 4. organization activities (Kiwanis, church, 4-H, dance groups)	Neighbor Questionnaire	Completeness and accuracy of information gathered.
	2. Class will organize information gained from survey (above) and draw conclusions about the interrelationship between occupation and life style.	Information from questionnaire	Teacher observation of compilation of information into graph or chart.

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SELF

Grade 5

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: Begin to understand that a preferred life style may influence one's occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing television programs or research, the child should, by citing examples, demonstrate that a preferred life style may influence one's occupational choice.	1. Child will view and contrast orally the various life styles and occupations as portrayed by different television programs.	Television Programs	Accuracy of child's comments in contrasting life styles and occupations.
	2. Child will research & prepare a report from social studies texts and media center to contrast the various life styles and occupations, such as: farmer industrial worker miner	Examples- BF 543 -"The Great Lakes Area - Men Minerals & Materials" B-125 - "Men Who Build Our Houses" BF-306 - "The Central Farming Region" "Six Families in the U.S." Ency. Brit.Educ.Serv.1971 Filmstrips: B318-American Farmer B314-Farmer, Rancher B572-Industry	Accuracy and completeness of report in contrasting life styles and occupation.

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WORK WORLD

Grade 5

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Begin to understand that occupational requirements influence the content and direction of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using various resource material, the child should become aware that occupational requirements influence educational preparation.	1. Use teacher model and her experiences to show that occupations require continual education. Class will prepare a list showing the variety of training.	Teacher Lawyer Doctor Engineer Nurse	Teacher notes child's awareness of variety in education and training for various occupations in his list.
	2. Child will select and research one occupation, showing the requirements necessary at different levels of complexity; such as: general practitioner to specialist practical nurse to surgical nurse	Media Center Teacher Resource: School Subjects and Jobs SRA Guidance Series Booklets 1971 "Compassion for People" Cassette & filmstrip Bowmar.	Teacher notes accuracy and content of child's research.

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WORK WORLD

Grade 5

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objective: (Socio-Economic & Political Factors) Understand that occupations develop from social needs. Recognize some of the contributions occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using available resources, the child should understand that occupations develop from social needs and contribute to the advancement of society.	1. Show a film such as: "Then and Now in the U. S." series to stress vocational changes and implications to people in our country. Follow-up: class discussion	Film: "Then and Now in the U. S." series Encyclopedia Britannica films	Child's answer to discussion questions to show awareness and understanding of the changing needs of society.
	2. The child will find pictures of workers who satisfy social needs and assemble them on a U. S. Map which is posted on a class bulletin board.	Newspapers Magazines Filmstrip Tapes: "Jobs for the Now Generation, Bowmar, 1970	Child's knowledge of which workers satisfy social needs.

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WORK WORLD

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Grade 5

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Individual Psychological Factors) Recognize that occupations develop to fulfill social needs. Understand some of the contributions of occupations to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using panel discussion or mural, the child should recognize that occupations exist to fulfill individual psychological needs.	1. Panel discussion consisting of people from different occupations, such as farmer, music teacher, doctor, businessman, to discuss the question, "What does your career mean to you?" Follow up with question and answer session	Community resource people	Variety and quality of questions asked by class during question and answer session.
	2. Mural illustrating the different meanings of work for people, such as money, physical activity outlet, and work with children.	Media Center materials for mural	Variety and completeness of mural.

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WORK WORLD

Grade 5

Subject/Dept.

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Structure & Nature Factors) Recognize that there is a wide and increasing variety of occupations. Understand the various ways of classifying occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using resource material, the child should be able to understand that there is a variety of occupations and various ways of classifying them and these contribute to the whole community.	1. Resource person from Chamber of Commerce to discuss the wide variety of occupations in our local area. Class will review by listing specific occupations.	Resource person	Quality and variety of list.
	2. Class will develop a classification system for local occupations, such as: interests working conditions training requirements and show how they contribute to the whole community.	List of occupations in local area B251-"Workers in Littletown" Comparison with Colonial Life Filmstrips: B513-"Occupations & Amusements of Colonies" B519-"Earning a Living in the Colonies" Career Games Laboratory Semi-Programmed Career Kit, Educational Progress Corp. Career Development Lab. Educational Prog. Corp.	Degree of sophistication of the classification system.

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WORK WORLD

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Grade 5

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Understand the various ways of describing meanings of work. Understand that work has a personal meaning to every person. (Individual Psychological Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using his own experiences, the child should show an understanding of the various personal meanings of work.	1. The children will make some judgment, in written form, related to the following statements: a. Difference between work and play b. Difference between work and hobby c. When work is interesting d. When work is boring	Child's experiences Study Prints: "People and their Needs" Laidlaw Bros., 1970	Critique of child's completed assignment.
	2. Panel discussion using following questions: a. Should children be paid for work done at home? b. Should children be paid for A's on report cards?	Child's experiences	Participation in class discussions and quality of answers.

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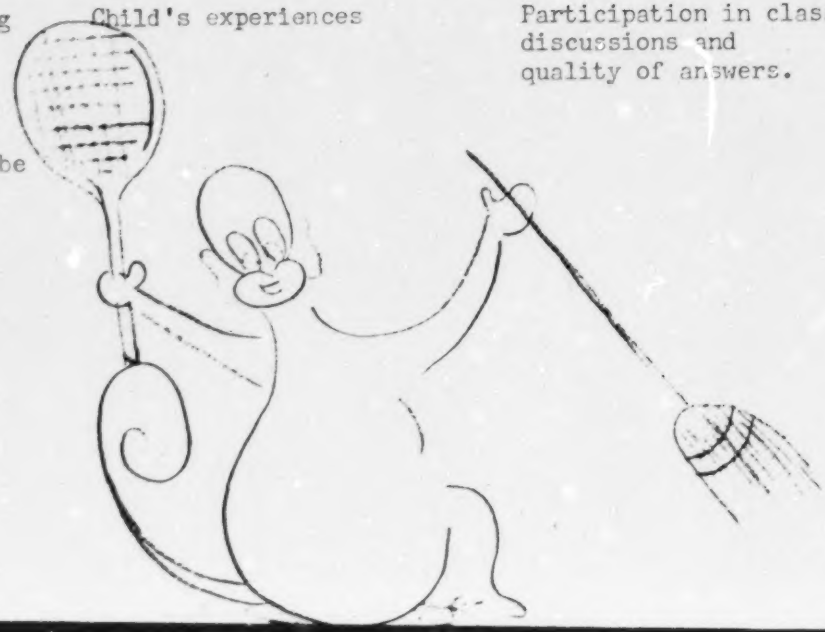

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WORK WORLD

Grade 5

Subject/Dept.

Concept: Education and work are interrelated

General Objective: (Socio-Economic & Political Factors)
Understand that different kinds of work require varying degrees and types of educational preparation. Understand that occupational requirements and competencies influence educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using available resources, the child should understand that socio-economic and political problems affect work and education.	1. Class will discuss a current socio-economic and political problem, such as the SST, to show how it affects occupations and education.	Mass media Newspapers TV News reports	Appropriateness and depth of discussion of class members.
	2. Class will divide into teams to research and debate the pros and cons of the above problem.		Participation in and understanding of presentation during debate.

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WORK WORLD

124

Grade 5

Subject/Dept. _____

Concept: Education and work are interrelated.

General Objective: (Structure and Nature Factors) Understand that different kinds of work require varying degrees and types of educational preparation. Understand that occupational requirements and competencies influence the content and direction of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing local resources, the child should demonstrate orally, or in writing, that different kinds of work require varying educational preparation.	1. Invite high school students in business, distributive and industrial education classes to explain and discuss: a. for what job they are training b. how school is helping them for work now and in the future c. what are their training plans	Local high school students	Teacher observation of participation in discussion
	2. Field trip to Junior or Senior High School to observe different ways in which these students are educationally preparing themselves for future occupations, such as Printing Department Auto Mechanics Business Education	Local Junior or Senior High School	Completeness of listing

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WORK WORLD

Grade 5

Concept: Job specialization creates interdependency.

Subject/Dept. _____

General Objective: (Structure & Nature Factors) Recognize that jobs are coordinated in the production of goods and performance of service. Become aware that worker cooperation is essential.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing local resources or media center, the child should show an awareness, through test or list, that inter-dependency and cooperation are necessary to many jobs.	1. Field trip to a local establishment, such as an auto sales and service, to discover how clerks, salesmen, mechanics, etc. need to cooperate in their work. Follow up by question and answer period.	Local resources	Pre-test and post test.
	2. Class will divide into two groups to list: a. Careers in which cooperation is essential b. Careers in which cooperation is not essential.	Media center "A Direction for Tomorrow Series" Bowmar (filmstrips and cassettes) Oshkosh Public Library.	Accuracy and depth of list.

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WORK WORLD

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Grade 5

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: Recognize that career development is influenced by changing individual and environmental facts acting separately or together.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information from the media center, the child should show an understanding, through discussion or a paragraph, of the interaction of environment and individual potential.	1. Class will research and discuss a specific example to show how environment and individual potential influence career development; such as: a. Green Bay Packers influence occupations in town b. Climate and geographic area of Florida c. Space industry in Houston	Films: JF9 Mark Twain Filmstrips: B2412 Builders of America-Daniel Boone B2463 Buffalo Bill	Appropriateness and variety of factors in example.
	2. Each child will write a paragraph based on the topic "What it would mean to me to be.... a. A famous football player b. The first woman astronaut	Child himself	Child's understanding of others.

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WORK WORLD

Grade 5

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (Individual Psychological Factors) Understand that an individual's occupation can influence his life style. Understand that preferred life style may influence occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using personal values, the child should show an understanding of the relationship of occupation and life style.	1. Child will write a paragraph based on topic sentence or story beginning to show his values: such as: a. If I could have one thing, I would..... b. Fisherman finds genie in a bottle and has three wishes. If I were he, I'd.....	"Six Families in the U. S." Ency. Britannica, 1971	Individual evaluation by each child of his values.
	2. Child will list, using above paper, the occupations he might choose in order to reach the above goals.	Teacher-prepared list of occupations for reference. Above paragraph Career Games Laboratory Semi-Programmed Kit Educational Progr.Corp. Career Development Lab. Educational Progr.Corp.	Realistic matching of occupation and goal.

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WORK WORLD

128

Grade 5

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: Recognize that an individual's occupation can influence his life style. Recognize that preferred life style may influence occupational choice. (Socio-Economic & Political Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using personal experiences, the child should recognize that occupation and life style are interrelated.	1. Each child will keep a one-week Financial Record, showing his allowances, money earned for various jobs, and how it is used.	Child's earnings and experiences	Accuracy and completeness of record
	2. Class discussion of how adult income and life styles are related; such as: entertainment vacations snowmobiles type of home	Child's experiences Filmstrips: I 607 Spending Your Money I 608 Earning Your Money I 609 Making Money For You Sound Filmstrip: What Will I Be? Ed. Communications Industries, Inc.	Understanding and relationship of life style.

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WORK WORLD

Grade 5 (Intro.)

Concept: Various groups and institutions influence the nature and structure of work.

Subject/Dept.

General Objective: Begin to understand that conditions created by organized groups and institutions affect the world of work. 1. Supply and demand. 2. Physical facilities. 3. Federal, state, and local legislation. Begin to understand that conditions in the work world affect groups and institutions. (Soc. Ec.-Pol. Factor) Begin to understand the influences exerted upon the nature and structure of work by (a) Laws, (b) labor management, (c) professional associations, and (d) licensing regulations and society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing personal experiences and media center, the child should begin to understand that society influences the structure and nature of work.	1. Teacher-class discussion as to why society demands education of its members, in the context that school is work.	Class	Understanding of school as work and reasons.
	2. Class will list educational facilities that have developed as an outgrowth of society's demands, (nursery school, educational schools, college) and give examples of who might use the facilities.	Media Center	Completeness of list and examples.

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CAREER PLANNING & PREPARATION **130** Grade 5

Concept: Education and work are interrelated. Subject/Dept.

General Objective: Realize that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Utilizing community resources, the child should become aware that different kinds of work require varying degrees and types of education.	1. Field trip to community resource (such as harbor, beauty operator, etc.) to have explained the occupational needs required for a specific job.	Community resources Transportation	Responses during the question and answer periods.
	2. Resource person (ecologist, insurance man, nurse) to explain to class the occupational needs required for a specific job.	Community resources	Responses during the question and answer periods.

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CAREER PLANNING AND PREPARATION

Grade 5

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: Realize that occupational competency requirements influence the kind and degree of one's educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through an interview, the child should be able to organize and record information showing that occupational competency requirements influence educational preparation.	1. Each child will interview a person in his community and record his findings concerning the education and training competency necessary for the person's job area.	Community resource persons.	Completeness and organization of questions that child asks during interview.
	2. Child will organize and record, on cassette tape, the results of the interview with a community resource person, to be used by class as free-time activity.	Written record of interview. Cassette recorders Cassette tapes	Organization and quality of presentation on tape.

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CAREER PLANNING & PREPARATION

Grade 5

Concept: Occupational Supply & Demand has an impact on Career Planning.

Subject/Dept.

General Objective: Aware that occupational supply and demand has an impact on career planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using dramatization or audio-visual media, the child should become aware, through discussion, that occupational supply and demand have an impact on career planning.	1. Children can dramatize and discuss, for example, the influence skateboards might have on the job market. Many children buy skateboards. Store asks factory for skateboards, which requires factory workers. Children tire of skateboards and demand ceases.	Child's experiences	Content and depth of discussion
	2. Film or filmstrip depicting supply and demand, followed by small group discussion of factors affecting occupational supply and demand.		Quality of factors included in small group discussions.

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CAREER PLANNING & PREPARATION

Grade 5

Concept: Occupational Supply & Demand has an impact on Career Planning.

Subject/Dept. _____

General Objective: Awareness of employment trends and changes.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information from film or media center, the child should illustrate awareness of employment trends and changes.	1. Film presentation showing technological progress and its affect on occupations. Class follow-up by illustrating employment trends and changes with appropriate captions.	"Development of Transportation in the U.S." Encyclopedia Brit. Films 1150 Wilmette Ave. Wilmette, Ill.	Child's awareness of trends and changes.
	2. Each child will choose one occupation and draw two illustrations, contrasting past and present employment changes; such as: a. farming b. commercial fishing c. road construction	Media Center Child's experience Drawing materials Film: BF 1501 Printing Through the Ages Filmstrip: B 1501 "Sugar the Ages" For comparison with present: Film: BF 1503 "Beginning and Growth of Industrial America"	Content of child's illustrations.

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CAREER PLANNING & PREPARATION

134

Grade 5

Subject/Dept. _____

Concept: Environment and individual potential interact to influence career development.

General Objective: Aware of the many critical environmental elements which impinge upon career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using knowledge gained from others, the child should recognize that family, peer, and community may affect career development.	1. Child will choose one person and show in a written report the similarity of occupations within a specific family, such as: a. The Sinatras - entertainment b. The Kennedys - politics c. Mayo Brothers - medicine	Media Center Child's experience	Content of written report.
	2. Class will conduct a survey of people in their community to determine the elements which affected their career choice, followed by class discussion of the multiplicity of factors.	Community	Ability to identify appropriate factors obtained via survey.

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CAREER PLANNING & PREPARATION

Grade Intro. 5

Subject/Dept. _____

Concept: Environment and individual potential interact to influence career development.

General Objective: Aware that career development is influenced by changing individual and environmental factors acting separately or together.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using resource personnel, the child should develop an awareness that career is influenced by changing individual and environmental factors.	1. Child will discuss with relatives and report orally on changes of employment and reasons for same.	Relatives Local Newspaper	Suitability of oral report.
	2. Interview available teachers and list the changing factors which influenced career choice and development.	Teachers	Teacher evaluation of list.
		Teacher Resources: Our World of Work SRA Guidance Series Booklets, 1971	

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CAREER PLANNING & PREPARATION

Grade 5 (Intro.)

Subject/Dept.

Concept: Individuals can learn to function effectively in a variety of occupations.

General Objective: (Training & Education) - Aware that individual potential can be developed in a variety of occupations.
(Infor. Gath. Factor) - Aware that individuals have the potential to develop skills in a wide variety of occupations.
(Infor. Gath. Factor) - Realize that individuals have assets and limitations as they relate to job requirements.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using past experiences, the student will show, through participation in class discussion, a knowledge of his own interests and abilities.	1. The class will discuss and compile a list of various abilities and interests they possess such as: writing swimming memorizing working well with others	Bailard, Virginia Your Abilities, Jr. Guidance Series, SRA Filmstrip: "What Do You Like To Do?" SVE-Work Kit	Teacher observation of depth and quality of the list.
Given a list of interests and abilities, the child should assess himself and relate his findings to occupations and career fields.	2. Using the check list, the child will assess himself and relate his findings to career fields or occupations.	Check list prepared by the class. Teacher Resources: School Subjects and Jobs SRA Guidance Series Booklets, 1971	Teacher observation of the child's self appraisal and appropriate relationship to occupations

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CAREER PLANNING & PREPARATION

Grade 5 (Intro.)

Concept: Individuals can learn to function effectively in a variety of occupations. Subject/Dept.

General Objective: (Training & Education)-Awareness that individuals can develop potential which can be utilized in a variety of occupations. (Infor. Gath. Factor)-Aware that individuals are able to develop potentials which can be expressed in a variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information gathered on the relationship between abilities and occupations, the child should realize that individual potential can be used in a variety of occupations.	1. Small committees formed to discover occupations associated with various abilities such as: Music Ability Music dealer Music librarian Church organist	Humphreys, Anthony Choosing Your Career, SRA Edgerton, A.H. A Career Planning Guide The World Book Encyclopedia	Teacher's observation of recognition of the relationship of occupations to abilities.
	2. The class will review the occupation charts and discuss questions such as: How many occupations are listed under more than one ability heading?	Occupation Charts Teacher Resource: School Subjects & Jobs SRA Guidance Series Booklets, 1971	

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CAREER PLANNING & PREPARATION

138

Grade 5 (Intro.)

Concept: Career development requires a continuous and sequential series of choices. Subject/Dept.

General Objective: (Information Gathering Factors)-Aware that career development is a life-long process which unfolds from the interplay of their past experiences and decisions. (Tr. & Ed. Factor)-Awareness that career development is a life-long process which unfolds from the interplay.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using information gathered from resource materials, the child should become aware that past experiences and decisions affect career choice.	1. Show a film in which a person has selected a career. During the presentation the child will list, in writing, influences on career choice. Follow-up - class discussion.	"Jackson's Tree," General Mills, Inc. Film: JFP-Mark Twain	Ability to recognize influences affecting career choice.
	2. The child will select one person and research the life-long influences on his career choice.	Media Center Film - BF 1502-"Lumberman" BF 2301-"Story of Christopher Columbus" Filmstrips: B2401-2500 Famous People "Builders of America" #8930 Ency. Brit. "Founders of America" #8910 Ency. Brit.	

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CAREER PLANNING & DEVELOPMENT

Grade 5

Concept: Career Development requires a continuous and sequential series of choices. Subject/Dept.

General Objective: (Information Gathering Training & Education) - Aware that individuals must consider many variables as they develop their career goals. (Tr. & Ed. Factor) Awareness that individuals must consider many variables as they move through their developmental phases.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using knowledge gained through experiences or research, the child should become aware that career development is influenced by a continuous series of choices.	1. Define and brainstorm variables of career such as supply and demand, physical facilities, and their abilities.	Child's experiences	Participation, number, and quality of variables listed
	2. Select and research a person to determine the variables that influenced development of his career.	Media Center Examples: Films: BF2402-"Abraham Lincoln" BF2404-"Meet Mr. Lincoln" Filmstrips: Famous People B2401-2500 "Builders of America" Series #8930 "Founders of America" #8910 Ency. Brit.	Ability to locate and identify variables which affected a particular career development.

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SELF

Grade 1

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept. Music

General Objective: Begin to recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will be able to identify an "incorrect" singing sound from a "good" singing sound.	Child is presumed to know that the quality of voices differ. Teacher begins by making incorrect singing sound and leads child to tell how it could be better. For young children obvious examples used could be - a. Voice too loud--like screaming. b. Voice has breathy sound in it. c. Sound isn't clear because mouth and throat aren't open. Older children may be able to hear more subtle differences.		Children can correctly identify incorrect from correct sound in singing voice and verbalize why it is correct or incorrect.

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SELF

Grade 1 - continuing

Subject/Dept. Music

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Begin to recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Child will be able to produce correct and incorrect singing sounds with emphasis on continual production of the correct sound in individual and group singing.	In early elementary grades children can make a game in which one child produces correct or incorrect sound and others tell which it is and why. Discussion can be held on the physical production of sound - what actually happens in your mouth and throat when you produce both types of sound. Vocal exercises on syllables with the different types of vowel sounds are useful if done correctly--open throat, unified shape of lips, focused sound. (These activities are progressively more advanced)	Tape Recorder Songbooks Vocal Exercises (ascending and descending scales and arpeggios) Mirrors may be helpful in noticing position of tongue and lips.	Identification of the kind of vocal production is usually done by teacher on the children as a group. A noticeable improvement of the group's vocal sound as identified by the teacher and students themselves (using a tape recorder) is the ultimate goal of the objective. Checklists could be used for individual students to evaluate themselves in sound production.

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Grade 3

Subject/Dept. Music

Concept:

General Objective:

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will be able to identify the music of other countries and recognize the musical elements within it that make the difference by (written) recording the country and element.	Teacher will select key songs from Japan, Latin America, etc. that have peculiar characteristics. Children will listen to, sing, and analyze the music.	Rhythm instruments Melody bells (use in pentatonic scale) Music books with songs from different countries. Making Music Your Own, Silver Burdett Co.	Teacher presents a piece of music representative of Japan or Latin America and observes if child can identify song correctly and point out their respective characteristics.

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WORK WORLD

Grade 3-4

Subject/Dept. Music

Concept: Occupations exist for a purpose.

General Objective: Become aware that there are different kinds of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Children will identify different jobs that require musical training. Child will be able to identify different jobs that require musical training.	Children look through magazines and pick out pictures of people involved in musical activities. Teacher asks leading questions related to type of picture to help children think of other occupations that may lie behind the scenes of pictures obtained. Answers may be grouped in 3 broad areas. 1. Conductor 2. Performer (solo or in a group) band, orchestra, chorus, dance 3. Intelligent consumer -buying records -buying music -buying instruments Children are asked if they know any people that hold one of these occupations. It will probably be pertinent to point out that people use music as an avocation.	Magazines - pictures articles	Children are able to list specific occupations requiring musical training. Teacher structures list of jobs.

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WORK WORLD

Grade 5-6

Subject/Dept. Music

Concept: Occupations exist for a purpose

General Objective: (Indiv. Psych. Factor) Recognize that occupations develop to fulfill social needs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Children will identify and describe the social needs fulfilled by the work of popular musicians.	Through discussion of popular musicians choose one or two (possibly through class vote) and lead discussion on how their activity fulfills a social need (term social) may need definition). What is it children like about these chosen musicians - and why?	Information on the chosen popular musicians through magazines, Life, Look, etc. Recordings of these may be used to help identify the social need their music fulfills.	Teacher observation of students participation in discussion. Children may be presented with a check list of social needs and asked to identify the ones represented in popular musicians - and how.

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WORK WORLD **145** Grade 5-6

Concept: Occupations exist for a purpose. Subject/Dept. Music

General Objective: (Struc. & Nature Factor) Begin to understand that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will be able to create a melody for an exisiting short poem.	Children list items they have to know in order to be able to create a melody from a poem. This activity pre-supposes musical theory background in notation and pitch relationships. After each child has written his melody each one can be performed by child or teacher.	Piano Staff paper Resource people- band director music specialist piano student	Children list musical knowledge they used in creating their melody. Children and teacher evaluate melodies. Children discuss what specifically they would need to know in order to expand on their melody. 1. To play their melody on the piano-a student in class that plays the piano could explain needed knowledge. 2. To have their melody orchestrated and played by a band - band director may briefly present how this is done.

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WORK WORLD

Grade 5

Subject/Dept. Music

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Struc. & Nat. Fact.) Begin to develop a recognition of the wide and increasing variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The children's vocabulary will be increased and they will be able to classify jobs as obsolete and contemporary. The children will be able to recognize the value of singing to all workers.	Read chorally Walt Whitman's "I Hear America Singing." Discuss the jobs mentioned in the poem and their meaning. Which jobs are not common today? If this poem was being written today, what kind of jobs would be used? How does singing help people at work?	"I Hear America Singing" can be found in many literature books or in "Making Music Your Own" Silver-Burdett Co.	Ability of students to: 1. successfully complete choral reading 2. define unfamiliar terms 3. divide jobs into obsolete and contemporary 4. write short paragraph on how workers use singing

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WORK WORLD

Grade 5-6

147

Subject/Dept.

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Str. & Nat. Factor) Understand the various ways of classifying occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will be able to classify musical occupations into the following categories: 1. educational background needed 2. economic renumeration 3. primary purpose served	1. Children may use information from magazine pictures of people involved in musical activities found previously. List musical occupations and categorize.	Magazines	Teacher observes classification of occupations by children.
	EDUCATIONAL BACKGROUND Lessons for many years	ECONOMIC RENUMERATION yes - or - no	PRIMARY PURPOSE A help to soloist or larger group.
	Advanced training probably degree	yes	Allows all people to play and sing together to the best of their ability
	Training -maybe vocational and college	yes	Enables people to play instruments
	College degree	yes	Uses music to help people mentally

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SELF

Grade 5 - 6

Subject/Dept. Music

Concept: Work means different things to different people.

General Objective: Begin to assess the meanings work may have to individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will identify various meanings musical experience has meant to students involved in a variety of musical activities.	Bring in high school age students to give a short talk on the meaning of their music experience.	1. Resource people from high school. a. member of H.S. band b. member of H.S. chorus c. member of rock and roll band d. piano player e. member of drum and bugle corp.	Children will write a short paragraph describing visitors experiences and teacher will observe through reading the paragraph: a. Have children found similarities in the four student's work? b. Have they found differences? Through class discussion bring out different meanings of each students example. a. Students who perform in a group obtain social experience. The piano player probably relies more on self-satisfaction, and may play alone more. b. Student in rock and roll band probably obtains financial help through his work. Identify similarities and differences between the four student's talks.

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WORK WORLD

149

Grade 1

Subject/Dept.

Concept: Individuals differ in their interests, abilities, attitudes and values.

General Objective: Begin to differentiate oneself from others.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will be able to identify the rhythmic pattern of different names and produce physically and through some form of notation the correct pattern of a given name.	Individual names are chanted by the children in rhythm. Teacher then says a name and children clap it. Show how this clapping pattern may look in a series of short and long lines. These lines may in turn become notes of varying values if children are knowledgeable in their use. Each child's name is shown in a series of lines or notes. Now teacher names a child and any student may show this name by clapping the way it sounds - or putting the sound on the board. Teacher gives child two names and claps the pattern of one. Child tells which name fits that pattern. Children discover how many names have the same pattern. Rhythm instruments can be used in showing name patterns also.	Rhythm instruments	The child is able to identify and show physically and visually rhythmical patterns as they vary from name to name.

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SELF

Grade 1

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept. Music

General Objective: Become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes.)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will be able to differentiate aurally between man's, woman's, and young child's voice and verbalize why they sound different.	Pictures of a man, a woman, and a child can be put on the board. A tape recording of the voice of each singing a simple song is played. Children are asked how they sound different, which one's sound most alike -- and then identify the type of voice heard.	Picture of man, woman, child. Tape recording of different voices.	Teacher observes if children can tell the difference between the voices and can verbalize the characteristics of each.

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WORK WORLD

Grade 4-5

Subject/Dept. Music

Concept: Job specialization creates interdependency

General Objective: (Str. & Nat. Fact.) Recognize that jobs are coordinated in the production of goods and performance of services.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will become aware of the need for all people to work together through listening to a recording, discussing the sound, and viewing a demonstration.	List all instruments commonly used in band and an approximate number you would find of each. Listen to a recording of a band selection and pick out spots in which certain instruments are more important. Discuss the importance of all players working together to achieve the best sound. a. how can one person spoil the group's sound? b. who is in charge of coordinating all the sound? Perhaps the band director could give a talk on the importance of this. Invite 3 junior high instrument players in to demonstrate their instruments and show how it sounds if they don't work together, starting at different times, etc. and how it sounds when they do.	1. Recording of band selection - other than a march, if possible. 2. Band director 3. Instrument player 4. Junior high instrument players	Written paragraph on the necessity of band members working together.

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CAREER PLANNING AND PREPARATIO

Grade 4-5

Subject/Dept.

Concept: Individuals can learn to function effectively in a variety of occupations.

General Objective: (Infer. Gath. Factor) Realize that individuals have assets and limitations as they relate to job requirements.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will be able to identify qualities that may be an asset or a limitation in relation to a specific musical task.	Instrumental music teacher brings in a variety of horns and demonstrates embouchures which are an asset or a limitation in playing these instruments. Note: Stress the fact that although certain characteristics are helpful, they are not necessary for accomplishment in an area of interest. Students discuss other musical activities and related individual qualities that are helpful. What qualities are an asset to a music teacher what qualities are an asset to a tuba player what qualities are an asset to a piano player	Instrumental music teacher	The children will list qualities that may be an asset or a limitation in relation to a specific musical task.

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CAREER PLANNING & PREPARATION

Grade 5-6

Subject/Dept. Music

Concept: Career development requires a continuous and sequential series of choices.

General Objective: (Infor. Gath. Factors) Aware that career development is a life-long process which unfolds from the interplay of their past experiences and decisions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will show awareness of the early training and experiences of musicians.	1. Group projects in class or the musical background and training. Suggest research on Bach, Beethoven, Haydn, Mozart, Handel, Brahms. 2. Class reports on backgrounds of musicians. Charts can be made for each composer showing the age and training received that pointed them toward their goal. Class discussion is held on decisions these musicians had to make early in life to attain their goal.	1. Bibliographies of musicians. 2. Encyclopedias	Teacher observation of students participation in research, reports, and class discussion of musicians backgrounds.

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WORK WORLD

Grade 5-6

Concept: Various groups and institutions influence the nature and structure of work.

Subject/Dept. Music

General Objective: (Str. & Nat. Factor) Begin to understand that conditions created by organized groups and institutions affect the world of work. 1. Supply and demand. 2. Physical facilities. 3. Federal, state, and local legislation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child will recognize a way in which demand is created for a musical job.	Look through newspapers for job openings in music, discuss findings. Discuss how many musically related jobs can a worker himself create the demand for? (composer, entertainer..) Discuss how a child of this age creates a demand for one of these people? (through record choices, concerts they attend...) Discuss how locality might influence type of job in demand in . . 1. Indian Reservation 2. Large city 3. Farming Community 4. Latin American country	Newspapers	Through teacher observation of discussion. Children write a short paragraph on whether or not a musical job would be in demand in a given situation and why- or why not.

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List of Free Material Resources Relating to Music in the Classroom

Buescher Chart of Musical Terms, maximum of 100 - Selmer Division of the Magnavox Co.
Box 310
Elkhart, Indiana 46514

Music Appreciation Chart, one free - King Musical Instruments
33999 Curtis Boulevard
Eastlake, Ohio 44094

Bundy Fun With Music Book, maximum 50 - Selmer Division of the Magnavox Co.
Box 310
Elkhart, Indiana 46514

Creative Approaches to School Music, one free - American Music Conference
332 So. Michigan Ave.
Chicago, Illinois 60604

Jack and Jill, maximum 50 - The Wurlitzer Co.
(funtime music book for younger children) Advertising Department
DeKalb, Illinois 60015

Songs of Stephen Foster, one free - 25¢ a copy after one - University of Pittsburgh
(enough for class, free if request is made on school stationery) Fletcher Hodges Jr. Curator
Foster Hall Collection
Pittsburgh, Pennsylvania 15213

The Piano in Today's Schools, maximum 50 - The Wurlitzer Co.
Advertising Department
DeKalb, Illinois 60015

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Books on Music related to Career Planning for Grade 1 - 6

Gough, Catherine, Boyhoods of Great Composers, Walck, 1960

Greene, Carla, I Want to Be a Ballet Dancer, Childrens' Press, 1962

" " I Want to Be a Musician " " "

Slavita, Chana, Let's Go to a Ballet, Putnam, 1959

Sootin, Laura, Let's Go to a Concert, Putnam, 1960

Britten, Benjamin & Holst, Imogen, The Wonderful World of Music, Doubleday, 1960

Bolton, S. D. Lives of Poor Boys Who Became Famous, Crowell Co.

Haskell, Arnold Lionel, The Wonderful World of Dance, Doubleday, 1960

Posell, Elsa Z., This is an Orchestra, Houghton, 1950

Sterling, Monica, The Little Ballet Dancer, Hale, 1951

Ryndham, Lee, Ballet Teacher, Messner, 1956

Commins, Dorothy Berlines, All About the Symphony Orchestra and What It Plays, Random, 1961

Mirsky, Reba Palof, Mozart, Follett, 1960

Norman, Gertrude, First Book of Music, Watts, 1955

Radlauer, Ruth Shaw, Women at Work, Los Angeles: Malmont, 1959

Steiner, Charlotte, Kiki Dances, Garden City, N. Y., Doubleday, 1949

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Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
BOOKS:			
A Book of Astronauts Branley, Franklyn	Oshkosh Public Library	K-3	
A Day with Daddy Tresselt, Alvin	School Libraries	K-3	
A Trip in Space Rand McNally	" "	"	
Andy Astronaut Golden Press	" "	"	
At the Bank Rees, Eleanor	" "	"	
At the Post Office Schroeder, G. N. and Colonius, Lillian	" "	"	
Big Book A Continental Press Beilfus Press	" "	"	
Big Brother Zolotow, C.	" "	"	
"Come to Work With Us" Series - Sextant	Oshkosh Public Library	1-3	
Crow Boy Yashima	School Libraries	K-3	

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Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
BOOKS:			
Experimental Development Big Book B Benefic Press	School Libraries	K-3	
Family Helpers Children's Press Hoffman	School Libraries	"	158
How Series - Unikits A, B, C Benefic Press	Franklin	K-2	
I Like To Be Del Geddes, Barbara	School Libraries	K-3	
I Want To Be - Series Green, Carla	" "	"	
If Everybody Did Stover, Jo Ann	" "	"	
In My Mother's House Clark, Ann	Oshkosh Public Library	"	
Johnny - The Clock Maker Ardizzone, Edward	School Libraries	"	
Just Me Ets, Marie Hall	" "	"	
Kid Brother Bein, Jerrold	" "	"	
Language for Daily Use Harcourt Brace 1968	School Text	2-5	
Let's Go to a Bank Scoolin, Laura	School Library	Primary	

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Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
BOOKS:			
Let's Go to the U.S. Mint Rosenfeld, Bernard	School Libraries	1-3	
Life-Time Books on Artists	Media Center - Central	"	
Lives of Poor Boys Who Becoms Famous	" " "	"	
Living as Neighbors Holt Urban Social Studies	" " "	2-4	
My Daddy Lost His Job Stull, Edith	" " "	"	
Neighbors at Work SRA	" " "	"	
Occupational Outlook Handbook - U. S. Dept. of Labor, 1970-71 Bulletin No. 1650	Guidance Department - West High	Teacher Resource	
Patty Paints a Picture Bannon, Laura	School Libraries	K-3	
Peiles New Suit Beskou, Elsa	" "	"	
People and their Actions Unit 2 and 3	Schools	Teacher Resource	
1001 Valuable Things You Can Get Free Weising	Media Center - Central	" "	
Otto The Auto Stories	" " "	K-3	Units on Safety

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Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
BOOKS:			
Our Working World Manual SRA (See records)	Oakwood, Franklin Central Media Center	K-2	
People of Destiny Series Children Press	Oshkosh Public Library	K-3	
People and Their Action in Social Roles Prentice Hall, 1967	Media Center	K-4	
SRA Teacher's Handbook for Listening and Reading Labs. 1a, 1b, 1c	Franklin, Oaklawn Title I Schools	Teacher Resource 1-2	
Smallest Boy in the Class Beim, Jerrold	School Libraries	K-3	
Social Studies Concepts and Values Harcourt Brace	Media Center - Central	1-4	
The Social Sciences Harcourt Brace	" " "	1-3	
The True Book of Communication Miner	School Libraries	1-3	
The True Book of Money Elkin, Benjamin	" "	K-3	
The Very Little Boy Krasilovsky, P.	" "	"	
This is Music Allyn & Bacon	School Text	K-5	
Together We Sing Follett	Media Center - Central	"	

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Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
BOOKS:			
You and Me MacMillian	School Libraries	K-3	
When I Grow Up Lenski, Lois	" "	"	
When I Grow Up Mace, May	Oshkosh Public Library	"	
Who Am I? Fabry, Sally	School Libraries	"	
While Susie Sleeps Schneider, Nina	" "	"	
FILMSTRIPS:			
"A Direction for Tomorrow" Series, Bowmar	Oshkosh Public Library	5	
"Community Workers and Helpers" SVE. (see records)	Green Meadow	K-3	
"Compassion for People" Bowmar (see tapes)	Oshkosh Public Library	4-5	
"I Want To Be....." Series (see records) Green, Carla	Oshkosh Public Library	K-3	
"Knowing Our School" Encyclopedia Brit.	EBC - Charlotte Krumm	K-3	
"Learning to Live Together" Encyclopedia Brit. (see records)	Green Meadow	1-3	

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Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
FILMSTRIPS:			
"Living on Man's Earth" Series of 9 - No. 11880	Oshkosh Public Library	4-5	
"Man's Earth Home" Series of 8 - No. 11990 Encyclopedia Brit.	" " "	4-5	
"Me, Myself and I" Series 202AF - Eyegate (see records)	Lincoln	4-5	
Related filmstrips (refer . catalog)	Media Center - Central	K-5	
"Six Families in the United States" Encyclopedia Brit.	EBC - Charlotte Krumm	1-4	
FILMS:			
"What Do Father's Do?" Churchill-Wexler	Media Center - Central	K-3	
Related films (See catalog)	" " "	K-5	
RECORDS:			
Community Workers and Helpers. SVE Educ. Records (see filmstrips)	Green Meadow	1-3	
Daddy Comes Home Children's Record Guild	Media Center - Central	K-3	
Learning to Live Together (see filmstrips)	Green Meadow	1-3	

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Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
RECORDS:			
Living With Others Series Part 1 and 2 SVE c. 1968	Franklin	1-5	
Me, Myself and I Eyegate. Series 202 A-F (see filmstrips)	Lincoln	4-5	
Our Working World SRA. (see books)	Franklin	1-2	
Young People's Records "When I Was Young" Children's Press	Media Center - Central	K-3	
TAPES:			
"Biological Tapes" Troll Assoc.	Media Center - Central	4-5	2 familiies out of home & job
"Compassion for People" Bowmar (see filmstrips)	Oshkosh Public Library	4-5	
"Living as Neighbors"	Media Center - Central	2-4	
Wollensak Teaching Tape No. C5700 (see catalog for other related tapes)	Franklin	1-3	
VIDEO TAPE:			
Paper Industry V30-H. Sony			

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Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
ADDITIONAL MATERIALS:			
Duso Kit American Guidance Co.	Media Center - Central	K-2	
Focus on Self Development Stage 1 - Awareness Stage 2 - Responding	" " "	K-3	
Peabody Kit No. 1, No. 2	School Media Centers	K-1	
STUDY PRINTS:			
"Community Workers and Helpers" Milton-Bradley	Franklin, Green Meadow	K-1	
"Discussion Pictures for Beginning" Harper & Row	Green Meadow	K-2	
"Investigating Man's World" Scott Foresman	Franklin	K-1	
"Our Community Helpers" A. J. Nystrom	School Media Centers	K-2	
"People and Their Needs" Laidlaw Bros.	Green Meadow	1-3	
Picture File	Oshkosh Public Library	K-5	
Singer SVE	Franklin	K-5	

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Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments
NEW RESOURCES - December 1972			
Focus on Self Dev. Kit No. 5-3500	Contact Joseph Schrage 235-8750 or E. W. Marg 233-7000		
Junior Guidance Series No. 5-1070	"	"	"
Widening Occupational Roles Kit No. 5-2200 All from: SRA	"	"	"
Junior Sextant Series Sextant Systems, Inc.	"	"	"
Public Affairs Pamphlets Pub. Affairs Committee	"	"	"
"Telling Your Story on Employment Application" and "Your Job Interview" 35mm filmstrip Creative Services	"	"	"
Jobs for the 1970's U. S. Dept. of Labor	"	"	"
Specimen Set - Career Dev. Model Palmer Publications, Inc.	"	"	"
Job Opportunities Now - Group I (sound filmstrips) K612-SATC-Set of 6, 3 cassettes Singer/SVE	"	"	"
Foundations for Occupational Planning - K778-SA-Set of 5 (filmstrips) Singer/SVE	"	"	"

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Name of Resource	Located at:	Grade Level Recommended	Your Recommendations Evaluations and Comments

ADDITIONAL MATERIAL
RECOMMENDED BY COMMITTEE

Around the Neighborhood
Continental Press
Worksheets - Series 1 & 2

Career Games Laboratory
Educ. Progress Corp. c. 1970
(398 cards on careers - score pads)

Career Development Lab.
Tape Cassettes

Dollars and Sense
Troll Assoc. c. 1971 sound-filmstrips

Home and Community Helpers
Cook, David C. Study Prints

My Mother Has a Job
Eyegate House DW 400 A-F Series

Our World of Work
SRA Guidance Series
Record-filmstrips

What Will I Be?
Educational Communications
Sound-filmstrips

Why Do We--?
Eyegate House
Sound-filmstrips X-230 Series

Values Kit
Eyegate House c. 1971
X-238 Series A-F sound-filmstrips

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6-8

SELF

Grade 6

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept. Language Arts - Social Studies - Reading Phy. Ed.

General Objective: Understand the importance of examining one's strengths and limitations.

Behavioral Objective	Suggested Activities	Resources	Evaluation Procedures
The student should be able to appraise realistically his own strength and weaknesses. Suggested Outcome: Given a list of varied characteristics, the child should be able to rate himself as to those that best identify him.	1. The student should rate himself on a checklist similar to the one suggested in resources: Examples: "My Personal Traits. Check which apply to you: 1. I am a friendly person. 2. I have a good memory." 2. Class discussion of how these characteristics relate to the world of work.	Career Development Series, Part 1, Success and You Palmer Publications, 1967, page 14.	Teacher's observation as to how realistically the child has appraised his own characteristics and qualities into the world of work.

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SELF

Grade 6

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Understand that there is a continuous interaction between one's knowledge and acceptance of self and his emerging life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The child should understand that his life style will be influenced by how well he knows and accepts himself. Suggested outcome: Student should be able to define what a life style is. The student should be able to describe the life style he desires based on his interests and abilities.	Teacher reads "Your Life Style" as a basis and make up a story from it with illustrations appealing to each particular class. In discussion of following story, a class definition of "life style" should emerge. Make a collage whose over-all visual effect is to indicate the child's interests.	1. See Career Development Service Part IV "The Future and You" Revised 1970, Copyright 1967 Palmer Publications 2. Newspapers, magazines and drawings	Have each child keep silent on the focus of his/her collage, and let the class appraise the collage as to the trend of interests.

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SELF

Grade 6

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Accept that people bring dignity and worth to their job.

Behavioral Objective	Suggested Activities	Resources and Materials	Evaluation Procedures
For the student to be aware that people bring dignity and worth to their job. Outcome: To understand that any given job is affected by the contribution of the individual worker.	On any given written assignment have the students complete it in his own way. Discuss the results emphasizing reasons for the differences in each.	Assignments from regular classroom materials in all disciplines. Media Center materials.	Teacher observation and direction.

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SELF

Grade 6

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Appreciate the manner in which work may prove the opportunity for individual to enhance his dignity and worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be able to understand and appreciate how one can enhance his dignity and worth through his job. Outcome: Student should be able to relate that self pride and satisfaction are connected to the world of work.	Pupils list types of workers in order of importance. Place list on the board - establish the majority idea. After the list is complete, question the position of certain jobs on the scale. Readjust the list - questioning to establish the idea that it is quite impossible to list workers in order of importance. Emphasize the fact that all honest work is important. Compile a list of the work done by their parents.	Classroom (open discussion)	Teacher observation of classroom discussion

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SELF

Grade 6

Concept: Work means different things to different people.

Subject/Dept.

General Objective: Understand the various ways of describing meanings of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should understand that work meets a variety of needs. Suggested Outcome: Student should understand that different jobs have different satisfactions for different people.	A panel of workers associated with health and physical education (or any other area) may be invited to discuss the following questions: a. What do you do? b. What personal qualities are required? c. What kind of training is necessary? d. Why do you think your job is important? e. What personal satisfactions do you receive from your work? The class will want to conduct a follow-up discussion regarding the occupations represented by the panel and the reasons for working at these jobs. They will want to point up similarities and differences, and facts about the jobs which they did not know before. After class discussion, student may write paragraph summarizing personal reactions.	Resource persons invited in to speak.	Teacher read the paragraphs and evaluate.

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Concept: Work means different things to different people.

Subject/Dept.

General Objective: Begin to assess the meanings work may have to individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should begin to understand that there are rewards other than monetary gain. Suggested Outcome Student should be able to explain in his own words that everyone has basic needs satisfied in part by work.	1. The teacher may develop a transparency depicting the personal needs of all people. Each section of the transparency can be uncovered and explained to the students relating incidents as to how people strive to meet personal needs in various ways. 2. The class can use the above transparency and discuss how people can meet many of their personal needs in their work. 3. The students can investigate careers associated with careers in job families to discover how personal and social needs are met. Each student can select one of the following topics and write a paragraph attempting to prove or disprove the statements: a. Money is the only reason for working. b. Money can buy happiness c. The need to accomplish can sometimes be met in a career d. Everyone needs attention e. I don't care if anyone understands me or not	Transparency: 	Evaluate paragraphs

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SELF

Grade 6

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Differentiate himself from others by describing how he resembles and differs from others. Understand the various ways of identifying and describing individual differences.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should have an understanding of human development and individual differences as they relate to skills, aptitude, and interests. Suggested Outcome: Pupils will become aware of the differences in human abilities, and should understand themselves and others better.	1. "Personal Trait List" (To be placed on board or transparency.) List traits and abilities, characteristics, skills. Let children compare themselves to the list and to the results of others. 2. Students take some inventory test - parents take test - students and parents discuss results.	Personal inventory tests (any one of the standard tests will do)	Parent - student discussion

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SELF

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Grade 6

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: Become aware of some critical environmental elements which have an effect upon one's career development. Begin to realize that individual and environmental factors affect one's career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should understand that mental and environmental factors have an effect upon one's career development.		Filmstrip: "The Challenge of Change" William Mattews Pittsburg, Pa. 15222	
Suggested Outcome: Students should be able to write, briefly, on how their family and outside life will affect their career development.	Write a paragraph on how outside life and family life will affect their career developments	Series: Guidance Texts and Charts American Guidance Service, Inc. Publishers Building Circle Pines, Minnesota 55014	Read paragraphs

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SELF

Grade 6

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objectives: Begin to understand that an individual's occupation can influence his life style. Begin to understand that a preferred life style may influence one's occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should begin to understand that there is a relationship between occupational choice and life style.	Using his own family's income, student will compile a budget. Class discussion to compile master list of essential budget items	Family Resource Persons	Given a list of expenses student will choose those which are essential to the basic needs of the family.

Outcome:
Student will recognize a relationship between income and economic life style.

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WORK WORLD

177

Grade 6

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: Understand that occupations develop from social needs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand that the social needs of the community create job opportunities. Suggested Outcome: The student should be able to show the relationship between a job held by a specific person and the social need it fulfills.	The student will interview his father or some adult, and decide what social need his job fulfills.	Immediate family Personal acquaintances	From a master list compiled within the activity, the student should be able to match a specific occupation with a specific need.

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WORK WORLD

Grade 6

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: Recognize some of the contributions occupations make to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be able to show that society benefits from the contributions of individuals in varying occupations. Suggested outcome: The student should be able to identify several individuals, who, through their occupations, have contributed to the advancement of society.	Students will choose an occupational field and identify a person with his contribution to the advancement of society and present an oral biographical sketch to the class.	Card catalog Who's Who The Columbia Encyclopedia New Century Encyclopedia of Names Textbooks	With the aid of notes taken during biographical sketch presentations, the student will match individuals, occupations, and contributions.

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WORK WORLD

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Grade 6

Subject/Dept.

Concept: Occupations exist for a purpose.
General Objectives: (Indiv. Psych. Factors) Recognize that occupations develop to fulfill social needs.
(Structure & Nature Factors) Begin to understand that occupations develop to fulfill social needs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should recognize that occupations develop to fulfill social needs. Outcome: Student will be able to match at least 3 basic social needs and occupations which would fulfill these.	Teacher directed discussion should produce the social needs as being: food shelter clothing transportation communication health Divide class into groups and let each group make list of occupations which would aid in fulfilling these needs.	This is an elementary list. A more in depth list, citing spiritual, emotional, physical, and mental needs is developed in 7th & 8th grade)	Given a list of basic social needs and a list of occupations, student will be able to match which occupation most nearly fit with these needs.

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WORK WORLD

Grade 6

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objectives: (Indiv. Psych. Factors) Understand some of the contributions of occupations to the advancement of society. (Structure & Nature Factors) Begin to appreciate the contributions of occupations to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will recognize some of the contributions of occupations to the advancement of society.	Teacher will take the communications industry and have the class look up different aspects of it and make a report. Students will report the findings to the class and from the following discussion, students will be led to the idea that because of the advance of certain occupations society has changed.	Encyclopedia for reports. Subjects could include: Telephone Telegraph Teletype Typewriters Satelites Television (Biographies of famous men dealing with all of these)	Student will be asked to explain, either orally, or in written form, how our world, the society we know, would differ without the communications industry. Teacher will listen and evaluate whether student has the idea.

Outcome:
Student will be able to explain how society has changed and what part certain occupations have played in this.

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WORK WORLD

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Grade 6

Subject/Dept.

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Structure & Nature Factor) Recognize that there is a wide and increasing variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be aware of the wide variety of occupations Outcome: The student should be aware of the wide variety of occupations.	Students can play a Career Family Game. Take a career associated with your industrial arts, physical education, home economics and art (vocational classes) unit-investigate and relate the various occupational possibilities that training in these areas may lead to. Teacher review by asking questions: a) How many occupations can you name? b) How many occupations do you suppose there are? (Class concluded there are many different kinds of occupations and schools provided training for many). Class examine D.O.T. and discover wide variety of jobs.	Sextant Series Examining Job Families (Jr. Series) Dictionary of Occupational Titles U. S. Dept. of Labor Volume I	Teacher evaluation and observation

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WORK WORLD

Grade 6

Concept: Work means different things to different people

Subject/Dept.

General objective: (Ind. Psych. Factor) Understand the various ways of describing meanings of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should realize that basic occupational needs are met in a variety of jobs. Given a basic occupational need (i.e., variety) the student will be able to relate several different occupations to meet that need.	The children can select one of the accompanying human values and relate it to careers which that value might lead to. These should be written.	Values to Learn By Arnspeger, V.O., et. al, Steck-Vaughn Co., Austin, 1967. a. Affection-liking others, friendship love b. Respect-looking up to certain people, admiration c. Power-making decisions and influencing others d. Wealth- having goods (as clothing, toys,) or services (such as mother's or teacher's help in learning, or the mechanic's repair of your bicycle). e. Enlightment - knowledge about important things f. Skill - ability to use ones muscles well, to think clearly, to talk, read, and write well, to get along with people, to enjoy beautiful things. g. Well being - having good health, feeling well, being happy.	Teacher examination of student's writing on human values

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WORK WORLD

183

Grade 6

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Soc.-Ec.-Pol. Factor)-Understand that different kinds of work require varying degrees and types of educational preparation. (Struc. & Nat. Factor)-Understand that occupational requirements and competencies influence the content and direction of educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should recognize that occupational requirements and educational preparation display a need for competencies which influence content and direction of the learner's experiences. Suggested Outcome: The student should be able to associate his own studies as preparation for an occupation.	Each student will give three examples of areas of work and associate his immediate class studies with one or more of the chosen areas. Examples: Heavy Equipment Operator Science ------- ------- ------- Retail Clerk English Social Studies Math Beautician English Science Math	Career pamphlets Card catalog Classroom teacher Parents	Have student select five subject areas in which the student is currently engaged and itemize occupations as related to the subject areas.

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WORK WORID

Grade 6

Subject/ Dept.

Concept: Job specialization creates interdependency.

General Objective: (Structure & Nature Factors) Recognize that jobs are coordinated in the production of goods and performance of service. Become aware that worker cooperation is essential.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should conclude that since work roles are coordinated, workers must cooperate.	From sample products presented, the student will analyze the steps of production.	Plant visit Interviews Texts: topic-mass production	Compare the production of the products in the activity by a single skilled individual and a cooperative production line.

Suggested Outcome:

The student should identify the worker cooperation needed for job performance and production.

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WORK WORLD

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Grade 6

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: (Ind. Psych. Factors) To become aware of the many critical environmental elements which may effect career development. Recognize that career development is influenced by changing individual and environmental factors acting separately or together.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should understand that geographical locations influence the kinds of work found therein. Suggested Outcome: Individuals live in a particular geographical location due to the nature of their work.	1. The teacher may introduce the concept with an interest - arousing bulletin board depicting exploration of work and workers in other countries. The class may discuss briefly the message of the bulletin board and speculate as to likenesses and differences of work in Latin America. 2. The class may divide into committees to explore work and occupations found in the countries studied during the current school year. Each committee may select one country to find out: a. industries b. resources c. associated occupations d. jobs similar to those in the U.S. e. jobs dissimilar to those in the U.S. or: divide into various [illegible] on one country as it is studied.	Class texts and units Ref. books available	Teacher observation and evaulation

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WORK WORLD

Grade 6

Subject/Dept.

Concept: Occupations and life styles are interrelated.
General Objectives: (Indiv. Psych. Factors) Understand that an individual's occupation can influence his life style. Understand that preferred life style may influence occupational choice. (Socio-Econ. & Pol. Factors) Recognize that an individual's occupation can influence his life style. Recognize that preferred life style may influence occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should begin to understand that there is an interrelationship between occupational choice and life style. Outcome: Given an occupation the student is able to describe its influences on his social life style.	Complete a worksheet containing questions to be answered by parents concerning their job. (Suggested Questions): Do you work with others or independently? Do you have regular hours? Do you have a set salary or dependent on productivity? Do you have repetitious duties or variety? What personal quality most needed?	Family resource persons	Given a social life style from a given list of occupations choose those which would not provide the given life style.

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WORK WORLD:

Grade 6

Concept: Various groups and institutions influence the nature and structure of work. Subject/Dept.

General Objective: Begin to understand the influences exerted upon the nature and structure of work by (a) laws, (b) labor management, (c) professional associations, and (d) licensing regulations and society. (Soc. Econ. Pol. Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand the influences exerted upon the nature and structure of work.	Interview parents concerning how (1) laws, (2) labor management, (3) professional associations, (4) licensing regulations affect their occupations.	Public Affairs Pamphlets Public Affairs Comm. 381 Park Ave., South New York, NY 10016	Class discussion in which students report their findings to the class. Each student give one example for each of the four.

Outcome: The student will give definitions and particular examples of laws, labor management, professional organizations and licensing.

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CAREER PLANNING & PREPARATION

Grade 6

Concept:
(Infor. Gathering) Education and work are interrelated.

Subject/Dept.

General Objectives: (Tr. & Educ. Factors) Realize that different kinds of work require varying degrees and types of educational preparation. Realize that occupational competency requirements influence the kind and degree of one's educational preparation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should realize that there is a relationship between educational preparation and occupation.	Students explore kit choosing occupations of interest. (Suggestion:) Students should be made aware of different types of education available; college vocational apprenticeship job training	SRA WORK KIT Jobs for the 1970's U.S. Dept. of Labor Bureau of Labor Statistics Washington, D. C. 20212	Match a list of occupations with amount of training required.

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CAREER PLANNING AND PREPARATION

Grade 6

Subject/Dept.

Concept: Occupational supply and demand has an impact on career planning.

General Objective: Aware that occupational supply and demand has an impact on career planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should be able to relate factors causing employment trends. Suggested Outcome: Student will be able to explain and illustrate the law of supply and demand.	Teacher makes up story illustrating the law of supply and demand, such as: "Buzzie Bee Corners the Honey Market" Working together in groups, students will make up their own stories illustrating supply and demand.	Filmstrip: "Evolution of Harvesting" Visual Educ. associates Detroit, Mich.	Teacher check the stories to see how well the law of supply and demand is illustrated.

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CAREER PLANNING AND PREPARATION

Grade 6

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept.

General Objective: Awareness of employment trends and changes.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students should be aware that career planning will be affected by future trends and changes. Suggested Outcome: Students will recognize that careers change, and that some careers now in existence will not be in existence in the future.	Teacher may ask the class: a. What determines the number of job openings in a given occupation, for example, violin maker? Through discussion the class may be led to see that two factors play a large part in the number of job openings: a. need for goods and services b. number of people already employed in that field. Investigate an occupation (as a class project) from the aspect of people employed at present, present job openings and predicted need. Do this through interviewing, reading, and writing for information.	Occupational Outlook Handbook Wisconsin State Employment Publication Handbook of Facts SRA - Chicago, IL 60611	Student draws conclusions on the basis of class project. Teacher evaluates conclusions to determine how adequately students have grasped the relationship of projected need with present planning.

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CAREER PLANNING AND PREPARATION

191

Grade 6

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: (Fam.-Peers-Comm. Factor) Aware of the many critical environmental elements which impinge upon career development. Aware that career development is influenced by changing individual and environmental factors acting separately or together.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using available community resources, each child should discuss occupations in the local community which are wholly dependent upon environmental factors. Suggested Outcome: Student should be able to list five occupations in a local area which are wholly dependent upon environmental factors.	Discussion group on occupations which depend wholly, or in great part, upon environmental factors, after which students develop their own lists.	Class Discussion	Examine lists

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CAREER PLANNING & PREPARATION

Grade 6

Subject/Dept.

Concept: (Info. Gathering) Individuals can learn to function effectively in a variety of occupations.

General Objectives: (Tr.&Education Factor) Awareness that individual potential can be developed in a variety of occupations, individuals can develop potential which can be utilized in a variety of occupations. (Info. Gath.) Aware that individuals have the potential to develop skills in a wide variety of occupations, realize that individuals have assets and limitations as they relate to job requirement, aware that individuals are able to develop potentials which can be expressed in a variety of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that individuals have potential assets and limitations that can be expressed in a variety of occupations.	Make a personal inventory of assets and limitations. Using this inventory he will select several occupations for which his potential can best be employed	"Discovering Yourself" "About You" Social Science Laboratory Units — SRA	Given a list of occupations student will select those for which he is suited (those which match his personal inventory).

Outcome:
The student will be able to select those occupations from a given list for which he feels he is suited.

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CAREER PLANNING AND PREPARATION

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Grade 6

Subject/Dept.

Concept: (Info. Cath.) Career development requires a continuous and sequential series of choices.

General Objectives: (Info.Cath.) Aware that career development is a life-long process which unfolds from the interplay of their past experiences and decisions; aware that individuals must consider many variables as they develop their career goals. (Tr. & Education Factors) Awareness that career development is a life-long process which unfolds from the interplay of their past experiences and decisions; awareness that individuals must consider many variables as they move through their developmental phases.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will realize that individuals must consider many variables as they develop their career goals.	Guidance Counselors speak to class about course choices available in grades 7-12.	Foundations for Occupational Planning K778-SA Set of 5 filmstrips SVE 1345 Divorsey Pkwy. Chicago, Ill. 60614	Students plan a tentative schedule for the next five years leading to post-high school training, college or generalized education.

Outcome:
The student will recognize that choices made now will later affect his career choices.

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SELF

Grade 7

Subject/Dept. _____

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective	Suggested Activities	Resources and Materials	Evaluation Procedures
Student should understand that he must continually evaluate his personal appearance and its importance in society. Suggested Outcome: Students will be able to identify basic tenets of good grooming.	1. Class views a filmstrip. 2. Write a paragraph on "Changing Conditions Mean A Changing You". 3. Have dress-up day at least once a month. Let students discuss how feelings are affected by dress-up day.	"Your Personality - The You Others Know" O.A.S. Media Center #D100 - 972 Guidance Associates	Evaluate paragraph on "Changing Conditions"

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SELF

Grade 7

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Recognize responsibility for self direction.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be able to proceed in a responsible manner to achieve success in a small group. Suggested Outcome: Given a contract or unipac, the student should be able to plan his study with others in his team or group.	Work on unit contract or unipac or other assigned work.	Lists included in Unipac.	Evaluation, by student team or group in conference with teacher, as to the reasons for student's relative success or lack of success.

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SELF

Grade 7

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept.

General Objective: Review personal attributes necessary to obtain and maintain a job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should review the various techniques and methods one can employ in securing and keeping a job.	Give test to students: "My Personal Career Builder".	Career Development Service "My Personal Career Builder" Copyright, 1970, Palmer Publications Easton, Pennsylvania	Child reads the sociometric device described under activities, and discusses it with teacher.
	Sociogram with which the class gives an evaluation of a personal quality of another classmate. (good or bad)		Teacher examines the test "My Personal Career Builder".

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SELF

Grade 7

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Establish positive regards toward oneself.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should demonstrate a positive self-image. Suggested Outcome: Student should be able to list 10 or more positive qualities about himself.	1. After class discussion, students write a class list of desirable traits needed in the world of work. 2. Teacher presents a list of desirable traits, and student rates himself on a 1-3 scale.	"Can I get a Job? Let's find out." Free publication from General Motors Corp., Detroit, Michigan (comic book approach) "My Personal Traits" Check list found in Part I, Career Development Service, Page 14. "About You" - publication by Marjorie Cosgrove, S.R.A., Chicago, Ill. 60611 - $1.85	Teacher examines student's independent appraisal of himself and judges how realistically student has evaluated himself.

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SELF

Grade 7

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Appreciate that people bring dignity and worth to their jobs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be aware that people bring dignity and worth to their job. Outcome: The student will be aware that one job will satisfy the needs of various people.	Dramatize workers who do and do not take pride in their work. Bring in various examples of: 1. products that illustrate pride. 2. products that show lack of pride Discuss them. Interview various people in community. Make a bulletin or display showing desirable traits, etc.	Community and the home Illustrative products Magazines and newspapers	Teacher observation and evaluation

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SELF

Grade 7

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: Understand that physical and mental factors affect one's career choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should be aware that his physical makeup and mental capabilities influence his career choice. Suggested Outcome Student will be able to list physical and mental strengths, and show some awareness of career choices based on these capabilities.	Student will list his physical and mental strengths. Working with other students, the student will come to a class consensus regarding what occupations are open to them and from which occupations they would be excluded on the basis of these strengths.	Class discussion	Individual evaluation

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SELF

Grade 7

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: Understand that ever changing individual and environmental factors acting separately or together influences one's career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will realize that environmental factors affect his career development.	Each student will write an imaginative description of how his chosen career might develop (as related to environmental factors in the year 2,000)	Manuals produced by industry and labor discussing technological change.	After exchanging papers each student will list 5 environmental changes which could affect this career development.

Outcome:
The student will list environmental factors which could have an influence on his career.

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SELF

Grade 7

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: Develop an understanding of one's own life style.
Develop an understanding that occupation choice affects an individual's life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should have an awareness that there is an interrelationship between occupational choice and life style.	Groups assigned various income levels devise a budget.	Finding Your Jobs (Books) -- Finney	Write a commercial advertising a particular occupation. (restrict to personal benefits derived from this occupation)

Outcome:
Student will be able to perceive the relationship between occupation and personal benefits derived.

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SELF

Concept: Work means different things to different people.

Grade 7

General Objective: Develop an understanding that personal and social needs may be met through work.

Subject/Dept. Language Arts

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand work meets personal and social needs. Suggested Outcome: Student should be able to cite examples of personal and social needs.	Identify personal needs and give examples. Identify social needs and give examples. Play concentration game: 1st student says: "People work for money." Each person following repeats what has been said before his turn in the proper sequence and adds his contributions.	"Understanding Your Needs" Lyons and Carnahan Dallas, Texas	Teacher observation of game

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SELF

Grade 7

Concept: Work means different things to different people.

Subject/Dept.

General Objective: Develop the awareness that work experiences are valuable.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should realize there is an inherent value in work. Suggested Outcome: Student should be able to relate own outside responsibility and explain its developmental value.	Student will designate a favorite character in a book and explain how the work experiences undergone by the character strengthened his ability to cope with the situation described.	Student's background	Teacher observation and evaluation

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SELF

Concept: Individuals differ in their interests, abilities, attitudes and values. Grade 7

General Objective: Understand why each individual is unique. Subject/Dept.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should obtain an awareness of the uniqueness of each individual. Suggested Outcome: By observation of his own physical and psychological characteristics, student will be able to explain how individuals differ from one another.	Have a class discussion on "How do I differ from other people" Look in a mirror and, in company with another, check for likes and differences.	Class discussion	Each person writes a paragraph on class discussion topic. Teacher evaluation paragraphs.

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SELF

Grade 7

Subject/Dept.

Concept: Individuals differ in their interests, abilities, attitudes and values.

General Objective: Understand the impact of other person's feelings and values and its relationship to one's own.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should obtain an awareness of the effect other people's feelings and values have on his own. Suggested Outcome: Student should be able to explain in writing how his own self-concept is affected by others.	Essays: A. Factors influencing my self-concept: 1. Friends after school 2. My family 3. Peers in the classroom. B. The kind of person I am.	Exploring Your Personality SRA Guidance Booklet "You and Your Values" SRA Guidance Booklet	Activity A may be a class discussion, evaluated by teacher observation. Activity B may be a written activity involving teacher evaluation shown by note or grade

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SELF

Grade 7

Subject/Dept.

Concept: Individuals are responsible for their career planning.

General Objective: Understand the relationship between regular attendance, good work habits, good behavior, initiative, perserverance, positive attitude and industriousness in school and employability.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that there is a relationship between work habits formed in school and those on the job.	Students will prepare skits showing job seeking situations showing good and bad: attendance work habits behavior initiative perserverance attitude industriousness in school and/or work situations.		Student will list personal traits that insure success in school and on the job.

Outcome:
The student will be able to relate work habits in school and on the job, with special emphasis on personal traits.

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SELF

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Grade 7

Subject/Dept.

Concept: Individuals are responsible for their career planning.

General Objective: Awareness of the need for career planning.
Awareness of relationship of school courses and world of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will be aware of the need for career planning.	Students will create a bulletin board showing the stair steps leading to employment in an occupation of his choice.		Teacher evaluation of bulletin board.

OUTCOME:
The student will demonstrate the need for career planning.

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WORK WORLD

Grade 7

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objective: Appreciate that occupations exist to satisfy the needs of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should recognize that occupations exist to satify the needs of society.	Students with teacher direction, will compile a class list of basic societal needs. After breaking these down into categories, they will place these categories on a bulletin board. Then they will place pictures reminiscent of occupations which exist to satisfy these needs.	State Department of Employment list of jobs & services available in state to help in providing research for discussion.	Given a basic list of needs of society, compiled by class, student will pick out 5 needs, and list beside them at least 3 occupations which would help satisfy those needs.

Outcome:
Student will be able to list 3 occupations which will satisfy a need of society.

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WORK WORLD

Grade 7

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Social-Economic-Political Factors) Develop an understanding of the basic concepts of production, distribution, and consumption as they relate to jobs in the economic structure. (Individual Psychological Factors) Understand that, in general, people's self concepts can be enhanced in a variety of work roles.

Behavioral Objectives	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should begin to develop basic self concepts of the economic structure in the world of work.	Given a list of products, (example: door, car, bread, clothing) the student will trace one through production, distribution, to consumption, showing the variety of work roles. Student will present a report using individual methods.	Card catalog Textbooks Interviews	Given terms from the Activities presentation, the student will write a paragraph using the words meaningfully. Alternate evaluation: Have student produce his own list of significant terms from various presentations and write a meaningful paragraph.
Suggested Outcome The student should be able to pick out a variety of work roles as related to the factors of the economic structure of the work world.			

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WORK WORLD

Grade 7

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Socio-Econ.-Pol. Factors) Understand that a person may satisfy his social-ecnomic-political needs through an occupation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should come to the realization that a person may satisfy his social-economic-political needs through an occupation.	Students will make a personality box, on which they paste pictures which relfect their social, economic and political aspirations.	Magazines and periodicals for pictures.	After a personal evaluation of the box, student will list at least three occupations whose demands and advantages would match his aspirations. Teacher would evaluate to see how realistically student managed to match his expectations with an occupation.

Outcome:
Student should be able to describe himself through a listing of his social-political-economic needs and then should be able to list several occupations which would satisfy them.

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WORK WORLD

Grade 7

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Ind. Psych.Factors) Understand that one's individual needs change as they progress through life.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should understand that the needs of an individual change in his life. Outcome: Student should be able to tell a need of an individual and give examples of how these needs change.	Teacher could list: Recreational needs Religious needs Educational needs Social needs Emotional needs Groups forum: Students could choose one of these and picture how needs change between early childhood and teen years.	Resource book for the teacher: Understanding Yourself, Holt, Rinehart & Co., 1966. (Chapter 1)	Have a short discussion for group to present their section of the bulletin board to the class, and tell clasmates how their own needs have changed since babyhood, and what the pictures are intended to convey.

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WORK WORLD

Concept: Occupations exist for a purpose

Grade 7

General Objective: (Ind. Psyco. Factors) Understand that one's mental and physical health are affected by his career choice.

Subject/Dept.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should realize that his career choice affects his personal health	The student will choose careers and identify characteristics of the career as they affect his physical and mental health patterns.	Card catalogue career pamphlets	The student will select an occupation that he would not like because of how he perceives it will affect his physical and mental health.

Suggested Outcome

The student should be able to correlate a career with the demands on physical and mental health.

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WORK WORLD

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Grade 7

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Structure and Nature Factors) Understand that occupations develop to fulfill social needs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should understand that occupations develop to fulfill social needs.	Bulletin Board Each student takes one social need and lists all occupations that fulfill this need. For example: Spiritual Emotional Intellectual Mental Physical	W.O.R.K. SRA	Teacher evaluation of bulletin board. Teacher evaluation of lists. Student given list of jobs and matches them to list of social needs met by each job.

Outcome:
Given a list of social needs, student will list 5 jobs which fulfill that need.

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WORK WORLD

Grade 7

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: Appreciate the contributions of occupations to the advancement of society.
(Structure and Nature Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should gain an appreciation of occupations as a contributor to society's advancement.	Class will discuss how we all work together; how we depend on a variety of goods and services for life as we know it; how all occupations in some way contribute to society's betterment. With this discussion in mind, students will choose and work on plays.		Students will write short playlets whose idea will be the indispensability of workers and the interdependence of our complex modern civilization. Examples might include what would happen if: 1. The sanitation department quit. 2. The snow plows and their crews stopped. 3. The farmers didn't harvest. 4. Service stations closed. 5. Ford didn't manufacture parts.

Outcome:
Students will creatively discuss interdependence as a way of life, and suggest in their plays that society has advanced because everyone works together.

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WORK WORLD

Grade 7

Subject/Dept.

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Structure and Nat. Factors) Understand that people at work produce goods and/or services.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should understand that one method of classifying people at work is examining the end product. Outcome: Student should realize that all jobs can be basically classified according to producing goods or performing services.	1. As a class project compile a list of goods and a list of services to get the student to understand the differences. 2. Using this list identify as many jobs as possible related to each item.	Class members	Teacher awareness of class understanding as items are discussed.

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WORK WORLD

Grade 7

Subject/Dept.

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Structure and Nature Factors) Understand that occupations are people/idea/thing oriented

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should understand that there is an inter-relationship between jobs, ideas, things, and people. Suggested Outcome: Student should be able to explain the inter-relationship between jobs, ideas, things and people.	Class divide into three groups, with each group exploring careers of each of the categories. List categories explored on charts or bulletin boards. Report briefly to class on their findings.	"Do you like to work with ideas? People? Things?" Free Booklet-- Wisconsin State Employment Service Bureau of Program Development & Research P. O. Box 1607 Madison, WI 53701 or Local Employment Office	Teacher examination of charts/bulletin boards for clarity of ideas expressed Self evaluation on an inter-group basis.

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WORK WORLD

Grade 7

Subject/Dept.

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Structure and Nature Factors) Understand that within each job family there is a range of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand there are many jobs within each job family. Suggested Outcome: The student will be able to group, in several different ways, the various occupations within a job family.	The class may review the term job families and various ways of grouping occupations. (The teacher will want to explain that one way of grouping jobs is by the categories of Data (Ideas), People, and Things. Also, suggest that while few jobs can solely fit only one category, many jobs fit one of the categories better than the others.)	Careers Series Doubleday & Co. School & Library Div. Garden City, NY 11530 Dictionary of Occupational Titles, Vol. II, U.S. Dept. of Labor	Teacher observation of the clarity of student's perceptual comprehensions.

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WORK WORLD

Grade 7

Subject/Dept.

Concept: Work means different things to different people.

General Objective: (Ind. Psyco. Factors)
Understands that a persons life style will be affected by his career choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students understand that Life Style concerns what you do and what you like to be, both at the job and in leisure time.	Write paragraph described in Outcome. Given a list of likes (nice clothes, meeting people, play golf), students match list of occupations that best allow each.	IMC 35-2351 "Liking Your Job and Your Life" (series)	Student discussion to what extent the jobs seem to influence life style.

Suggested Outcome:

Student should be able to expand on "What is life style, and why it might be a consideration in job selection".

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WORK WORLD

219

Grade 7

Subject/Dept.

Concept: Work means different things to different people.

General Objective: (Ind. Psyco. Factors) Understand that people work for different rewards such as monetary, personal satisfaction, or recognition.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Rewards can be different for different jobs. Suggested Outcome: Pupil will see that while most people work for basic needs, people also work because it makes them happy. They like to compete, and want money for recreation. Child will become aware that some people work because they want to help each other. Pupil will also understand that some people work because they want recognition.	Show films and have class discussion, bringing out points enumerated in Outcome. Community speakers: a. Why do people work? b. What rewards do people get from their jobs?	Work Value Inventory Houghton-Mifflin 1666 Miami Cir. Atlanta, Georgia 30324 "When I'm Old Enough Goodbye" "Widening Occupational Roles Kit" (W.O.R.K.) S.R.A. Chicago, Illinois Community	Teacher evaluation of discussion.

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WORK WORLD

Grade 7

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Structure and Nature Factors) Understand that entry into an occupation depends upon one's training/educational background.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand that entry into an occupation depends upon one's training and educational background.	Select several careers. Using the kit make a chart listing the education needed. Interview several people - asking what training was required for their occupation Put information on above chart.	Desk Top Careers Kit Largo, Florida Occupation Exploration Kit SRA	Given a list of five occupations student will describe training and/or education required for it.

Outcome:

The student will recognize the training required for various occupations.

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WORK WORLD

Grade 5 7

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Structure and Nature Factors) Understand that an increasing number of occupations require additional training and/or education for initial entry and/or promotions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand that an increasing number of occupations require additional training and/or education for entry and promotion.	Given 3 occupations students will compare entry requirements 10 years ago with what they are today. Then compile a list of reasons for the increase of the level and number of these requirements.	Interview people who have been in occupation 10 years or longer. Or consult: Personnel Directors (industries) Placement Directors (colleges) School Superintendents State Employment Service School Subjects and Jobs SRA Guidance Series Booklets 1971	Students will write a paragraph explaining reasons for changed requirements.

Outcome:

The student will be able to explain the need for increased skills and/or educational background.

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WORLD OF WORK

Grade 7

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Socio-Economic-and Political Factors) Understand that some occupations//careers are influenced by licensing requirements which dictate education/training needs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should conclude that the fulfillment of license requirements determines education and training.	The student will investigate: 1. What is a license? 2. Who needs a license? 3. How does one acquire a license? 4. Who decides the criterion for a license? 5. What criterion is necessary for a license?		Select an occupation and develop licensing standards for it.
Suggested Outcome The student should be aware that some occupation require licenses to perform in that field.		State Dept. of Regulations and Licensing 110 North Henry Madison, Wis. (telephone 26 6-2112) State Dept. of Education Madison, Wis.	

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WORK WORLD

223

Grade 7

Subject/Dept. _____

Concept: Education and work are interrelated.

General Objective: (Structure and Nature Factors) Recognize that conditions created by organized groups and institutions affect the world of work: 1. Supply and demand. 2. Physical facilities, 3. Federal, state and local legislation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that there is an interrelationship between the conditions created by organized groups and institutions and the work world.	Teacher presentation of definitons of terms: 1. supply & demand 2. physical facilities 3. federal, state and local legislation and how changes in these would affect work conditions.	Coca Cola Ecology Game (from Coke Co.) "Build Your Own World"	Students will give an example of each of the 3 from things he knows.

Outcome:

The student will be able to analyze the effects of organized groups on the work world.

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WORK WORLD

Grade 7

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Structure and Nature Factors) Recognize that conditions in the work world affect groups and institutions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that there is an interrelationship between the conditions created by organized groups and institutions and the work world.	List conditions created by work world that would be of concern to interested groups and institutions (note: pollution from industry is of concern to conversationists, etc.)	Periodicals Newspapers Union Bulletins	Student will match a given list of conditions with a list of groups which would be affected.

Outcome:

The student will be given a set of conditions in the work world and will be able to tell how these affect groups and institutions.

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CAREER PLANNING & PREPARATION

Grade 7

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept.

General Objective: (Socio-Economic and Political Factors) Understand those factors which stimulate or retard job opportunities: 1. Government, 2. Seasonal work, 3. Economic cycles, and 4. Changing sex roles.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should understand how the factors stated in the objective affect job opportunities.	Collect pictures of various roles and place them in separate sections of class scrapbook or use on a bulletin board.	Magazines Newspapers Other clippings	Teacher observation and evaluation of scrapbook and/or bulletin board
Suggested Outcome Student should be able to classify magazine and newspaper articles on job opportunities as to government factors, seasonal work, economic cycles, and changing sex roles.	(Both of the above activities would be designed to give practice in classification as outlined in outcome.)		

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WORK WORLD

Grade 7

Subject/Dept.

Concept: Occupational supply and demand has an impact on career planning.

General Objective: (Socio-Ec. and Pol. Factors) Understanding that the supply of workers as a product of training and preparation and demand which is a product of need.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students should understand that need is a product of demand and supply of workers is a training and preparation product.	Teacher will review the terms supply and demand and class will arrive at a definition by group consensus. Then students, working together, will list occupations in which supply exceeded demand. Students can play "Life Careers Game"	Class discussion "Occupational Outlook Handbook" Bureau of Labor Statistics Adapted by R. G. Shirts	Teacher evaluation

Suggested Outcome

Students will be able to list occupations in which supply exceeds demand.

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WORK WORLD

Grade 7

Subject/Dept.

Concept: Job specialization creates interdependency.

General Objective: (Structure and Nature Factors) Recognize the relationships between technological changes and job specialization.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will realize that there is an interrelationship between technical changes and job specialization.	Create a bulletin board with each student contributing a sketch, diagram or picture which shows how a job has become more specialized because of technical advances: Example: bookkeeper - computer mechanic - employing more machines as tools.	"A Direction for Tomorrow" Series Bowmar Kt. 371.425 . C737 - Compassion for People. N277 The Nation's Builders. Filmstrip: B407 "Transportation Horseback to Jet" B545 to B562 Then and Now Series	Students will list 5 jobs which have changed due to technological advancement.

Outcome:

Students will recognize specific examples of technological changes that have influenced jobs.

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WORK WORLD

Grade 7

Concept: Job specialization creates interdependency.

Subject/Dept.

General Objective: (Structure and Nature Factors) Understanding that a certain job may be performed in a variety of settings.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be aware of the vast number of settings in which a job may be performed in geographic location, and the varied skills used in business, industry, government and self-employment.	With a list of occupations the student will show how jobs may be performed in various settings.	Personnel manager of a plant Dictionary of Occupational Titles	Name specific employers who would hire people who perform similar tasks.

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WORK WORLD

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Grade 7

Subject/Dept.

Concept: Job specialization creates interdependency.

General Objective: (Structure and Nature Factors) Recognize that business, industrial or institutional organizations are comprised of workers, who perform tasks which are interrelated.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures.
The student will recognize that workers' tasks are interrelated.	Student will take one product (a loaf of bread) and list all kinds of workers who contributed to its development. Bulletin Board (stair step) or chart showing the various interrelated workers involved in its production. Plant visitation	plant "A Direction for Tomorrow" Series, Bowmar Kt. 371.425 J622 Jobs for the Now Generation. N277 The Nation's Builders M747 The Money Tree	Student, (given a list of products) will select one and describe the interdependence of workers in its production.

Outcome:

The student will be able to explain the interrelated jobs in the production of one product.

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WORK WORLD

Grade 7

Concept: Environment and individual potential interact to influence career development.

Subject/Dept.

General Objective: (Ind. Psych. Factors) Understand that a person's mental and physical health are affected by career choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand that his mental and physical health are affected by career choice.	Role Playing: Each student will choose an occupation to describe the mental and physical stresses on that job.	WORK - SRA Occupational Guidance Series Finding Your Job Finney	Teacher observation of role playing.

Outcome:

The student will list 10 career stresses that would affect physical and mental health.

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Grade 7

WORK WORLD

Subject/Dept.

Concept: Environment and individual's potential interact to influence career development.

General Objective: (Individual Psychological Factors) Understand that personality is an important factor in securing and holding a job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand that personality is an important factor in securing and holding a job.	Invite a personnel director of local firm to speak to group on personality traits looked for. Students have mock job interviews showing desirable and/or undesirable personality traits. Class discussion and criticism.	Personnel director	Teacher observation of interviews and class discussion, to see if the concepts of generally accepted and desirable personality traits, as against unacceptable and undesirable personality traits, were understood.

Outcome:

The student will distinguish desirable and undesirable personality traits.

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WORK WORLD

Grade 7

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: (Ind. Psych. Factors) Understand that emotional qualities needed for self-fulfillment differ among job families.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be aware that emotional qualities limit occupational choices.	Student will ask parent which one emotional quality is most important for his occupation.	"Discovering Yourself" SRA Junior Guidance Series Booklets, SRA	Given a list of emotional qualities and a list of occupations student will match for priority of importance in the given occupation.

Outcome:
Student will recognize that certain emotional qualities are required for different occupations.

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WORK WORLD

Grade 7

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: (Ind. Psych. Factors) Understand that some individuals are attracted to careers because of observed life styles of certain workers.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that many occupations are chosen because of the life style offfered.	Class discussion to arrive at group definition of what is "life style?" Groups will consider life styles afforded by certain job clusters and share conclusions through group discussion.	Filmstrips & Records; "Six Families in the U.S." Ency Brit. Educ. Corp.	Student will describe a life style he feels he will find suitable, then list those occupations' which would provide this life style.

Outcome:

The student will recognize that life styles may affect his choice of occupation.

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WORK WORLD

Grade 7

Subject/Dept. _____

Concept: Occupations and life styles are interrelated.

General Objective: (Indiv. Psych. Factors) Recognize that there may be personal disadvantages in accepting certain life styles.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that there may be personal disadvantages in accepting certain life styles.	Interview parents about greatest disadvantages caused by their occupations. Compile chart or bulletin board of disadvantages of all occupations.	Occupational Guidance Finney & Co.	Teacher observation

Outcome:

The student will be able to describe a life style and list its disadvantages.

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WORK WORLD

Grade 7

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: (Socio-Econ. and Pol. Factors) Recognize that certain occupations encourage certain social expectations. Recognize that leisure time activities may affect career choice. Understand that some individuals are attracted to careers because of observed life styles of workers.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will have an awareness that there is an interrelationship between occupational choice and life style.	Students will research a particular career's life style. Then hold mock interviews with one taking the part of the worker.	Occupational Guidance Finney & Co.	Teacher will observe interviews.

Outcome:

The student will understand that some individuals are attracted to careers because of observed life styles of workers.

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WORK WORLD

Grade 7

Concept: Various groups and institutions influence the nature and structure of work.

Subject/Dept.

General Objective: (Socio-Econ. & Pol. Factors) Understand the influences exerted upon the nature and structure of work by (a) laws, (b) labor-management, (c) professional associations, and (d) licensing requirements and society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand the influences exerted upon the nature and structure of work.	After selecting an occupation the student will give factors of: (a) laws (b) labor-management (c) professional associations (d) licensing requirements. which affect the structure and nature of work.	Occupational Guidance series, Finney & Co.	Teacher evaluation of activity.

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Outcome:

The student will be able to state the factors from laws, labor management, professional associations and licensing requirements which affect given occupations.

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WORK WORLD

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Grade 7

Subject/Dept.

Concept: Various groups and institutions influence the nature and structure of work.

General Objective: (Structure and Nature Factors) Understand that conditions created by organized groups and institutions affect the world of work. Understand that conditions in the work world affect groups and institutions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that there is an interrelationship between the conditions created by organized groups and institutions and the work world.	Teacher presentation of definition of terms: 1. supply & demand 2. physical facilities 3. federal, state and local legislation and how changes in these would affect work conditions.	Coca Cola Ecology Game from Coca Cola Co. "Build Your Own World"	Students will give an example of each of the defined words in the "Activities" from things he knows.

Outcome:

The student will be able to give an example of the effects of organized groups on the work world.

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WORK WORLD

Grade 7

Concept: Job characteristics and individuals must be flexible in a changing society. Subject/Dept.

General Objective: (Structure and Nature Factors) Accept the necessity for the individual to change jobs due to changing structure of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand the necessity for the individual to change as the structure of work changes.	Student will choose an occupation and then write a newspaper want-ad for the job now and another projecting how the job qualifications may change in 20 to 40 years.	Newspaper want-ads as examples	Teacher evaluation of activity.

Outcome:
The student will accept the necessity for the individual to change.

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WORK WORLD

Grade 7

Subject/Dept.

Concept: Job characteristics and individuals must be flexible in a changing society.

General Objectives: (Structure and Nature Factors) Recognize that there is a line of advancement which requires personal adjustment. Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should recognize that advancement requires personal adjustment and willingness to accept responsibility.	Set up a mock situation in which students take the role of workers at various levels of responsibility. Example: school or supermarket	SRA "How to Get The Job"	Teacher observation of activity.

Outcome:

The student will recognize that from advancement comes additional personal adjustment and added responsibility.

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CAREER PLANNING AND PREPARATION

Grade 7

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Tr. and Educ. Factors) Understanding of the necessity for obtaining employability skills.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should become aware that employers require basic skills. Suggested Outcome: The student should deduce that there are skills common to all careers.	Have several employers speak to class on what they consider employability skills. Students will list basic skills which would be common to any occupation. Example: listening skills spelling	Employers of the community Career booklets	The student will discuss how each of the basic skills from his activity is common to any occupation. The student will discuss how each of the basic skills from his activity is common to any occupation. Have students exchange lists for peer evaluation.

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CAREER PLANNING AND PREPARATION

Grade 7

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Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Tr. and Educ. Factors) Understand success and upward mobility in many occupations requires continuous learning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should recognize a correlation between promotion and continuous learning.	The student will select several careers, establish what constitutes a promotion, and identify qualifications for a promotion in that field.	Parent interview Interviews with a personnel director of a company	Using the products of the activity, the student will identify common learning skills that lead to promotions.

Suggested Outcome:
The student should be able to set up a structure showing advancement in a career and identify how additional skills are acquired in going from step to step.

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CAREER PLANNING AND PREPARATION

Grade 7

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Tr. and Educ. Factors) Realize the value of general education as a necessary foundation for future specialized training.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should conclude that general education courses provide a background upon which to build specialization. Suggested Outcome: The student should realize that general education is important in preparing for a future job.	The student will select an occupation and show how knowledge from his general courses can be applied within that occupation.	Career pamphlets College catalogs	The student will select an occupation and give sequential requisites for that occupation.

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CAREER PLANNING & PREPARATION

Grade 7

Subject/Dept.

Concept: Occupation supply and demand has an impact on career planning.

General Objective: (Information Gathering Factors) Develop occupational research skills.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should demonstrate an ability to do research on occupational skills.	Student will participate in class discussions on resources available in your school.	School library and media center	Teacher examination of outcome of activities
	Students will make a bibliography of resource material available in school and/or local library.	Local employment office	Objective tests
Suggested Outcome Students should be able to demonstrate his proficiency at methods of locating specific career information.	Form a committee to go to and investigate the local employment office.		

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CAREER PLANNING AND PREPARATION

Grade 7

Subject/Dept.

Concept: Occupational supply and demand has an impact on career planning.

General Objective: (Information Gathering Factors) Demonstrate a knowledge of employment trends.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should be able to relate factors causing employment trends.	Teacher will briefly review the elements of graph-making, and will lead a class in a joint project of constructing an interrelated graph demonstrating supply and demand in one field. (Math emphasis)	Film "Careers Construction" International Communications Film "Facing Facts About Planning" Prudential Insurance Co.	Teacher evaluation of graphs for clarity of concept portrayed
Suggested Outcome: Student should be able to demonstrate graphically the law of supply and demand.	Teacher will make up stories illustrating the law of supply and demand such as "Buzzie Bee Corners the Honey Market."	Employment Trends published by Employment Service Employment and Unemployment in the United States 1964 SRA Chicago	

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CAREER PLANNING AND PREPARATION

Grade 7

Subject/Dept.

Concept: Environment and individual potential interact to influence career planning.

General Objective: (Fam., Peers, and Com. Factors) Understand the influence of one's parents on career planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should understand that one's parents and one's peer associations have an influence on his career planning.	Think of past readings of biographies. Be able to cite (as related to central characters) the influences which shaped the character as he eventually developed. Child will state the influences in his own life as related to family and friends.	"The Problem With Parents" ROA's Film	Teacher observation and evaluation

Suggested Outcome

Student will be able to cite examples based upon personal experience related to the influence of family and friends.

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WORK WORLD

Grade 7

Concept: Environment and individual potential interact to influence career development. Subject/Dept. _____

General Objective: Aware of the influence that communities have in their assessment of certain occupations on one's career planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that his community will influence his career choice.	Teacher led discussion on community influences: 1. Educational Opportunities 2. Job Availability 3. Cultural Opportunities	People in the Community "This is Oshkosh" pamphlet produced by Oshkosh Chamber of Commerce. Want-Ad section of local newspaper.	In a written paragraph the student will discuss how the three community influences might affect his career choice.

Outcome:

The student will describe 5 influences of the community on his career choice.

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CAREER PLANNING & PREPARATION

Grade 7

Subject/Dept.

Concept: Individuals can learn to perform adequately in a variety of occupations.

General Objective: (Info. Gathering Factors) Understand that there are many occupations which have similar performance patterns.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand that there are many occupations which have similar performance patterns.	From a given list of performance patterns student will list as many occupations using each skill as he can.	School Bubjects and Jobs, SRA Guidance Series Booklets, 1971 Handbook of Job Facts, SRA	Given a list of performance patterns the student will list 3 occupations which employ these.

OUTCOME:
The student will be able to list 3 occupations from a given list of performance patterns.

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CAREER PLANNING & PREPARATION

Grade 7

Concept: Individuals can learn to perform adequately in a variety of occupations.

Subject/Dept.

General Objective: (Info. Gath. Factors) Recognize one's own abilities and limitations and be able to relate this to present career interest.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize his own abilities and limitations and be able to relate them to his present career interest.	Each student create a collage of his career interests based on a list of his skills.	Discovering Yourself, SRA What I Like To Do SRA	Teacher will choose 5 collages; class will match these with given lists of abilities.

Suggested Outcome:
The student will identify his own abilities and limitations and relate them to his present career.

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CAREER PLANNING & PREPARATION

Grade 7

Subject/Dept.

Concept: Individuals can learn to perform adequately in a variety of occupations.

General Objective: (Tr. & Education Factors) Understand that part-time jobs can be good exploratory experiences if planned properly.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaulation Procedures
The student will understand that part-time jobs can be good exploratory experiences if planned properly.	Each student will select one chore he does at home. He will explain how it helps him explore job experiences.	Notice of part-time jobs available in community. Students lists of part-time jobs.	Given a choice of three part-time jobs the student will write a paragraph stating how this would help in a future job selection.

Outcome:
The student will appraise the value of part-time work on his future occupation.

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CAREER PLANNING & PREPARATION

Grade 7

Concept: Individuals can learn to perform adequately in a variety of occupations.

Subject/Dept.

General Objective: (Tr. & Education Factors) Understand that new skills may be developed at anytime during a person's working life.

Behavioral Objectives	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand that new skills may be developed at any time during a person's working life.	Field trip to local industry - students will evaluate promotional procedures within that industry or invite speaker: armed services recruiter civil service industrial personnel director (Speakers asked to emphasize criteria upon which one is promoted in industry or service.)	Brochures from businesses.	List 5 criteria which are used for promotion within an occupation.

Outcome:
The student will infer that education is a life-long process.

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CAREER PLANNING & PREPARATION

Grade 7

Concept: Career development requires a continuous and sequential series of choices. Subject/Dept.

General Objectives: (Tr. & Education Factors) Understand the need for careful planning of the high school program in light of tentative career plans. (Tr. & Education Factors) Understand that careful educational planning may shorten required training time for employment.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand the need for careful planning of courses taken to shorten career training.	Using college entrance requirements, vocational or job training, select one (class may work in groups) and plan a high school course which would lead to this training. Class discussion.	College Catalogs "My Educational Plans" SRA Handbook of Job Facts SRA	Teacher observation of discussion.

Outcome:
The student will plan high school program for college or vocational or general program.

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CAREER PLANNING AND PREPARATION

Grade 7

Concept: Career development requires a continuous and sequential series of choices. Subject/Dept.

General Objective: (Info. Gath.Factors) Obtain a knowledge of educational and vocational information resources and how to use them.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will obtain a knowledge of educational and vocational information resources and how to use them.	Guidance counselor explain to students how and where to find information for career requriements.	Guidance Counselor Occupational Exploration Kit SRA Occupational Guidance Series 371.425 Center for Cassette Studies, Audio Text	List 5 sources of career information - and identify them.

Outcome:
The student will list and identify five sources of career information.

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CAREER PLANNING & PREPARATION

253 Grade 7

Concept: Job characteristics and individuals must be flexible in a changing society. Subject/Dept.

General Objective: (Tr. & Education Factors) Recognize that changing job characteristics requires specialized education, preparation, and training. Understand the adjustments necessary to maintain employment.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that changing job characteristics require adjustments by the individual to maintain employment. Outcome: -Student will explain why adjustments to changing job conditions need to be made.	View film Select a general area of occupations. Students can list changes needed to maintain employment.	Film - "Introduction to World of Work" Eyegate	Student will either write a paragraph discussing adjustments to job changes in paragraph or chart form.

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CAREER PLANNING AND PREPARATION

Grade 7

Concept: Individuals are responsible for their career planning.

Subject/Dept.

General Objective: (Tr. & Education Factors) Understand the importance of assuming personal responsibility for occupational choice. Understand that personal decisions (career) are of a developmental nature.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand that he is responsible for his career planning and that it is developmental in nature. Outcome: The student will understand that he needs experiences on which to base his career choice.	Student will choose a career and list all experiences he has had which have given him information about it and an interest in it.		Student will list 5 factors that would influence his career planning.

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SELF

Grade 8

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept.

General Objective: Recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand that he must continually evaluate his manners toward the needs of society. Suggested Outcome: Given a variety of situations, the student will be able to demonstrate acceptable behavior as formulated by the class.	Some sample situations: The classroom A school trip A school dance Football game Church Picnic Ask student to suggest if bad manners are ever justified. Make cartoon transparencies to illustrate positive and negative aspects of good manners. Role playing: Act out a dinner party. Act out proper manners when with a member of your own or opposite sex. Have student bring in pictures illustrating manners.	Filmstrips: A Guide for Developmental Vocational Guidance, 1968, p. 86, Oklahoma Dept. of Ed. Additional Activities "Life and You," Career Development Service, Part II, Palmer Publications, 1967-1970, p. 14.	Use student-furnished pictures as the basis for evaluation of study, through either written or oral presentations Acceptance or rejection by class of demonstrated behavior.

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Grade 8

SELF

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Recognize responsibility for self direction.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be able to proceed in a responsible manner to achieve success independently. Suggested Outcome: Given a contract or unipac, the student should be able to plan his study schedule independently.	Work on unit contract, unipac, or other assigned work.	Those listed with unit, contract, unipac, or other assigned work.	Self-evaluation by student in conference with teacher as to the reason for his relative success or lack of success.

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SELF

Grade 8

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Review personal attributes necessary to obtain and maintain a job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should review the various techniques and methods one can employ in securing and keeping a job. Suggested Outcome: The student will be able to judge his own personal attributes in relation to what is necessary for job success.	1. Filling out an application blank. 2. Mock interviews designed to zero in on what the company is looking for (to be tied into the student's own personal attributes) 3. Call community resource people: Example: Employment office people School Board Member Local Business People Family	Application blanks can be obtained at local employment offices. Community resource people	Let a student make a sample "Want-Ad", indicating his abilities in such a way as to make him seem desirable to an employer. Make a simple resume' of personal attributes

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SELF

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Grade 8

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth

General Objective: Establish positive regards toward oneself.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedure
The student should demonstrate a positive self-image. Suggested Outcome: The student should be able to list 10 or more positive qualities about himself and be able to explain how they relate to the world of work.	1. Students will be given a list of 50 desirable traits. From this, the student chooses 10 that most nearly mesh with his own personality. 2. Taking his 10 traits, the student will choose an imaginary occupation and explain how his qualities fit him for it.	Media Center, Guidance Office, for lists of traits and occupations. Finding Your Orbit Clinical Guidance Publication, Morvia, N. Y. Gilles, I. L., Charting Your Job Future, S. R. A. Chicago, Ill. 60611 (self administered inventories to help students assess their interests, abilities, personalities and relate them to careers.)	Teacher will examine the occupations the student has chosen, and his reasons for choosing it, and appraise how realistic the choice was.

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SELF

Grade 8

Subject/Dept. _____

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Appreciate that people bring dignity and worth to their jobs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand that personal worth is essential to facilitate a job. Suggested Outcome: The student should be able to explain personal attributes necessary for job success and be able to explain why they are necessary.	Role-play a particular job and demonstrate to the class the qualities desirable for its successful completion. Obtain speakers in several different jobs and have them speak to class. Make a notebook in which are kept newspaper articles relating to jobs -- student's work on opposite page lists qualities necessary to successfully hold the job and explanation.	Newspaper Community Resource Persons	Completion of the notebook based on criteria established between teacher and class.

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SELF

Grade 9

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: Understand that physical and mental factors affect one's career choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand that physical and mental factors will affect his career choice.	Student will list his individual physical and mental strengths and weaknesses.	"About You" "Discovering Yourself" SRA "Do Your Dreams Match Your Talents" SRA Vocational Guidance Series	Each student will read a list (they can trade lists) to a panel of four which will decide which occupations might be suitable for the person described.

Outcome:

The student will select occupations which fit a given list of physical and mental strengths.

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SELF

Grade 8

Concept: Environment and individual potential interact to influence career development.

Subject/Dept.

General Objective: Understand that ever changing individual and environmental factors acting separately or together influences one's career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should realize that he must be flexible to adapt to an ever changing self, community, and industry. Suggested Outcome: The student should be able to identify changes in himself.	After a general group discussion, the student will list and/or construct a paragraph on the changes he has undergone this past year that may cause changes in his future plans.	Individuals	Presentation to the teacher of the list.

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SELF

262

Grade 5

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objectives: Develop an understanding of one's own life style.
Develop an understanding that occupations choice affects an individuals life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should have an awareness that there is an interrelationship between occupational choice and life style.	From a selected occupation student will formulate a possible life style.	WORK by SRA "Discovering Yourself" SRA	Collage (or personality box) showing life style afforded by a certain occupation.

Outcome:

Student will be able to perceive the relationship between occupation and personal benefits derived.

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SELF

Grade 8

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Develop an understanding that personal and social needs may be met through work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should develop an awareness that a job may meet many needs. Suggested Outcome: The student should be able to explain the correlation between specific jobs and personal and social needs.	The student should name a specific job and list reasons why the job is personally satisfying. Identify personal and social needs contained in various jobs in group sessions.	Publication: Science Research Assoc. Discovering Yourself Chicago, IL 60611	Teacher check to see if student is able to name a specific job and list reasons why the job is personally satisfying.

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SELF

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Grade 8

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Develop the awareness that work experiences are valuable.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should realize that work experiences are valuable.	Class may have a hobby or interest show.	Class interests	Teacher evaluation of how well students were able to verbally relate interests and future job goals.
Suggested Outcome: The student will be able to verbally relate his interests to a projected career.	Each student may display his hobby or interest and relate the career to which his particular interest might lead.		

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SELF

Grade 8

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Understand why each individual is unique.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand why each individual is unique. Suggested Outcome: The student will express and accept the idea of his own uniqueness.	Class discussion on "Is everyone unique: why or why not?"	Class	Construct a list on unique traits based on characteristics presented in discussion.

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266 Grade 8

SELF

Concept: Individuals differ in their interests, abilities, attitudes and values. Subject/Dept.

General Objective: Understand the impact of other person's feelings and values and its relationship to one's own.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize the influence of others as important in his own self-development. Suggested Outcome: The student will be able to relate the effect of outside influences upon his own life.	Have speakers who have been promoted discuss their advancement in terms of the influence of others. Write paragraphs relating the effect of outside influences upon his own life.	Student's background Community resource person or persons	Teacher will evaluate themes as to whether or not student was able to relate the effect of outside influences upon his own life.

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SELF

Grade 8

Subject/Dept.

Concept: Individuals are responsible for their career planning.

General Objective: Understand the relationship between regular attendance, good work habits, good behavior, initiative, perserverance, positive attitude and industriousness in school and employability.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that there is a relationship between work habits formed in school and those on the job.	Invite a speaker - a personnel director - to speak on work habits he looks for when hiring.	Personnel director What Employers Want Junior Guidance Series SRA	Students will write a paragraph explaining why employers would look at school records.

Outcome:

The student will analyze the relationship between school work habits and work habits on the job.

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SELF

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Grade 8

Subject/Dept.

Concept: Individuals are responsible for their career planning.

General Objectives: Awareness of the need for career planning.
Awareness of relationship of school courses and world of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will be aware of the need for career planning.	Students will plan a school course leading to the career of his choice.	Guidance counselor List of course descriptions.	Teacher evaluation of student's program.

Outcome:

The student will plan his high school program.

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WORK WORLD

Grade 6

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Soc.-Ec.-Pol. Factor) Appreciate that occupations exist to satisfy the needs of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be able to relate the work performed in a specific occupation with a specific social need. Suggested Outcome: From a class prepared list of specific occupations, the student should be able to show an awareness that an occupation satisfies a need of society.	Students will prepare a list of specific occupations as contributed by the group, and discuss how each satisfies a need of society.	Class members, parents, teachers, and other people. Pamphlets on careers	From a list of occupations, the student will choose four and justify in writing how they satisfy needs of society.

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Grade 8

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Soc.-Econ.-Pol. Factors) Develop an understanding of the basic concepts of production, distribution, and consumption as they relate to jobs in the economic structure.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should develop an understanding of the basic concepts of production, distribution, and consumption as they relate to jobs in the economic structure.	1. Each student will look up and write in his own words a definition of production, distribution, and consumption.	Dictionaries for definitions. Resource person.	Evaluation of written definitions. Students will get together in small groups, and given one of the three terms, will explain to the class, using either their own or speaker's illustrations of how the term relates to jobs in the economic structure.

Outcome:

The student will be able to write an acceptable definition of production, distribution and consumption, and will be able to explain how each relates to jobs.

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WORK WORLD

Grade 6

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Soc.-Ec.-Pol. Factor) Understand that a person may satisfy his social-economic-political needs through an occupation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be able to combine his basic self-concepts with the political structure in the world of work. Suggested Outcome: The student should be able to identify the relationship of business and industry with the community and how this political approach affects individual occupations.	Divide the class into three groups representing forms of local governments. (Mayor-aldermen, City Manager-council, 5-member Commission) Given a problem such as: 1. Acquiring land for industrial park 2. University expansion They will role play in attacking problem.	Resource people from: 1. Industry 2. Business 3. Local Government	Each group will present, in sequence, the attack of a problem and the remaining groups will represent interested citizenry. The citizenry will select one political structure and evaluate the process in writing as to the effects on individual occupations.

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Grade_____

Subject/Dept._____

WORK WORLD

Concept: Occupations exist for a purpose.

General Objective:(Individual Psychological Factors) Understand that, in general, people's self concepts can be enhanced in a variety of work roles.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students should understand that a variety of occupations will enhance their self-image.	Class make a suggestion box into which they will all write an answer to the question - "What makes me feel important?" Teachers will group all similar replies and list all categories on the board. Class will suggest occupations which will fit into categories listed.	Class ideas	Students will exchange slips of paper, so that each student has someone else's ideas of importance; in this way, student (when he gets his slip back) will have not only his own ideas of what would furnish him with a positive occupational self-image, but a classmate's as well.

Outcome:

Student will suggest at least 2 occupations for each suggestion of"What Makes Me Feel Important?"

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WORK WORLD

Grade 8

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objectives: (Individual Psychological Factors) Understand that one's individual needs change as they progress through life.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should understand the needs of an individual change during his lifetime.	Categories: Recreational needs Emotional Needs Religious Needs Social Needs Student will write a paragraph discussing and detailing changes which take place as an individual matures and the effect this will have on the nature of his needs	Interview - Class	Teacher will read and evaluate paragraph in terms of two criteria: 1. How well did the student describe the nature of the need? and 2. How thoroughly did the student discuss this need at each level of maturity.

Outcome:

Given a list of 5 categories of needs, student will be able to write a paragraph discussing how these needs would change during a person's lifetime.

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Grade 8

Subject/Dept.

WORK WORLD

Concept: Occupations exist for a purpose.

General Objective: (Structure and Nature Factors) Understand what occupations develop to fulfill social needs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should understand that occupations develop to fulfill social needs.	"What's My Line?" -- Job is to be guessed by the social need fulfilled.	WORK -- SRA	Teacher observation of game.

Outcome:

Given a list of social needs the student will list jobs that fulfill those needs.

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WORK WORLD

Grade 8

Subject/Dept.

Concept: Occupations exist for a purpose

General Objective: (Structure & Nature Fac.) Begin to appreciate the contributions of occupations to the advancement of society. Appreciate the contributions of occupations to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be able to compare growth trends in occupations as they contribute to the advancement of society. Suggested Outcome: Given a particular occupation, the student should be able to identify characteristics of today's society that show the effect of the occupational impact.	The student will place himself in an occupation, pick out a recent innovation within the occupation, and show how it advanced society. Oral report	Card catalogue: reference books Reader's Guide Counselor	The student will select an innovation in a particular occupation and compile a list of various outside occupations that are affected by the innovation.

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Grade _____

Subject/Dept. _____

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Structure & Nature Factor) Understand that people at work produce goods and/or services.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand that one method of classifying people at work is examining the end product. Suggested Outcome: The student should be able to identify both aspects (producing goods - performing services) in job families.	1. Field trip to local industry to identify how they classify their job descriptions. 2. Given a list of occupations, let student identify service and production aspects of each. 3. Collect on a bulletin board magazine and newspaper articles related to production and service aspects of job. 4. Take several examples of different products and services from daily living and see where good and bad services are contained.	Community industries Occupational Outlook Handbook	Matching-type test, matching goods/services with job. Teacher observation of class discussion and bulletin board.

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WORK WORLD

Grade _____

Subject/Dept. _____

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Struc. & Nat. Factor) Understand that occupations are people/idea/thing/ oriented.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand that there is an interrelationship between jobs, ideas, things, and people. Suggested Outcome: The student should be able to interpret workers' roles in relation to ideas, things, and people.	1. Interview student's parents as to their work roles. (If some students arrive at dual classifications, teacher explains that in many careers the worker needs aptitudes and interests in more than one area to be successful and happy in that job.) 2. Questionnaire to students such as: Sample Questionnaire: a. Name of occupation b. Requirements for occupation c. Training d. Do you work with (1) people (2) things (3) ideas e. In what ways do you work with the above?	Parents Film - Guidance Associates "Preparing for the Jobs of the 1970's" Pleasantville, New York	Examination of questionnaire to see if students are able to interpret worker's roles.

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WORK WORLD

Grade _____

Subject/Dept. _____

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Struc. & Nat. Pact.) Understand that within each job family there are a wide range of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand the many occupations contained within a job family. Suggested Outcomes: The student should have a knowledge and understanding of the structure of the work world in terms of: A. Occupational clusters B. Industry C. Geographic factors D. Natural Resources E. Economic factors F. Change	Write a paragraph on "Do you feel that you have a better understanding of how the world of work is organized?" Keep a class notebook on various facets listed under Sugg. Outcome, as shown in magazines and newspaper articles, as well as school publications such as Junior Scholastic, World Work, etc.	Newspapers Magazines School Publications	Teacher appraisal of paragraphs to check for depth of understanding based on criteria previously determined by the class.

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WORK WORLD

Grade 5

Subject/Dept.

Concept: Work means different things to different people.

General Objective: (Ind. Psych. Factor) Understand that a person's life style will be affected by his career choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student understands that a life style possible with one job may or may not be possible with other jobs and vice-versa. Suggested Outcome: The student understands that different people may like or dislike the same job, or like it for different reasons, depending upon their life style.	Speakers, panels, interviews, reports: A. People who changed jobs and how their life styles changed. B. Young workers, how life style has changed since they went to work. C. People with the same job telling why they like it in terms of their life style. D. People with varied jobs discussing life styles possible for them.	Community	Discussion to come up with class consensus of reaction to the speakers.

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Grade _____

Dept/Dept. _____

WORK WORLD

Concept: Work means different things to different people

General Objective: (Indiv. Psych. Factor) Understand that people work for different rewards such as monetary, personal satisfaction or recognition.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student rewards can be different for different jobs. Suggested Outcome: The student will come to know that work can be described in many ways, and is a continuing life process.	Class discussion or small group discussion could revolve around questions such as: Why, in addition to their class work, do some students - 1. Join a club? 2. Want to be president of a club? 3. Go out for athletics? 4. Join the band? 5. Deliver papers? Why doesn't everyone want to do these things.	Class	Construct a bar graph showing the degree that the student feels selected jobs give rewards in money, recognition, security, other satisfactions.

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WORK WORLD

Grade 6

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Struc. & Nat. Factors) Understand that entry into an occupation depends upon one's training/educational background.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be able to recognize that occupational requirements and educational preparation display a need for competencies which influence content and direction of the learner's experiences. Suggested Outcome: The student should be able to justify a program of studies as background to provide entry into a chosen occupation.	The student will study and evaluate the high school course offerings to understand how they prepare him for his chosen occupation. Construct a series of course descriptions that might be offered in high school that would prepare him for his chosen occupation.	Career booklets College catalog High School programming information	With a particular occupation in mind, the student will construct and justify a high school program of study for himself.

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Grade _____

Subject/Dept. _____

Concept: Education and work are interrelated.

General Objective: (Civics, Culture Factor) Understand that an increasing number of occupations require additional training and/or education for initial entry and/or promotion.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should realize what changes in society affect the requirements of an occupation.	Given a list of occupations, the student will select those most familiar to him, itemize inovations in those fields, and attempt to determine additional training required to implement these changes.	"Reader's Guide Career Development Service, Palmer Publications, Inc.	The student will identify the factors of change found within a given occupational area that have created the necessity for additional education and/or training.

Directed Outcome

The student should be able to identify factors in a changing society which are causing the need for additional training and education.

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WORK WORLD

Grade 8

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Socio-Econ. and Pol. Factors) Understand that some occupations/careers are influenced by by licensing requirements which dictate education/training needs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The students understand that some occupations are influenced by licensing requirements which dictate training needs.	Write letters to state license departments for information.	State Dept. of Licensing (State Dept. of Regulations) 110 N. Henry Madison, Wis.	Explain in a paragraph why licensing is required for some jobs.
	Interview worker in occupation, concerning the need for licensing of that occupation.	People in community	
	Students will present report explaining licensing requirements and the reasons for them.	"Handbook of Job Facts", SRA	

Outcome:

The student will understand the need for licensing of certain occupations.

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WORK WORLD

Grade 8

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Struc. & Nat. Factor) Recognize that conditions created by organized groups and institutions affect the world of work. 1. Supply and Demand 2. Physical facilities 3. Federal, state and local legislation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be aware that conditions affect occupational requirements, and supply and demand affects educational training.	The student will give examples of ways in which an occupation might be performed differently under varying conditions.	Newspapers periodicals	The student will select from the activities and explain the interrelationship between the work world, and organized groups and institutions. Example: Banker can function in two different manners depending on condition. Inversely, the banker can affect conditions.
Suggested Outcome: The student should be able to formulate the interrelationship between the performance in occupations, and the conditions produced by organizations and institutions of society.	The student will explain how the following affect the work world 1. conditions a. physical facilities b. supply and demand c. inflation d. building codes e. legislation 2. organizational institutions a. labor union b. training institutions c. legislative bodies		

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WORK WORLD

Grade 8

Subject/Dept.

Concept: Occupational supply and demand has an impact on career planning.

General Objective: (Soc.-Ec.-Pol. Factor) Understand those factors which stimulate or retard job opportunities: 1. Government, 2. Seasonal Work, 3. Economic cycles, and 4. Changing sex roles.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand how the factors stated in the objective effect job opportunities. Suggested Outcome: The student should recognize that events in our world do influence job opportunities.	1. Outside speaker discussing each of stated factors. 2. Divide the class into four groups, each to prepare one of the factors to present to the class. 3. Following the news, interpret how the current event happenings affect job opportunities.	Community speakers i.e. a. personnel man from industry b. hospital and health centers c. government, state and local d. state employment e. factory worker f. migrant worker g. member of "new generation."	Student discussion. Pre/post check list.

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Concept: Occupational supply and demand has an impact on career decisions.

General Objective: (Soc.-Econ. Factor) Understand that the supply of workers is a product of training and preparation and demand which is a product of need.

Behavioral Objective	Suggested Activities	Resources / Materials	Evaluation Procedures
The student should understand that need is a product of demand and supply; of workers is a product of training and preparation.	1. Students will orally define the terms Supply and Demand to be sure they comprehend the terms.	Media Center Occupational Outlook Handbook	Present a selected list with brief explanation of conditions.
Suggested Outcomes: The student should be able to list occupations in which demand exceeds supply.	2. Students will develop a list of available resource material dealing with Supply and Demand after necessary research.		
	3. Student will develop a list of occupations wherein the Demand exceeds the Supply.		

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WORK WORLD

Grade 8

Concept: Occupational supply and demand has an impact on career planning

Subject/Dept.

General Objective: (Cogn. & Educ. Factor) Recognize that changing job characteristics requires specialized education, preparation, and training.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be able to locate and utilize various career sources.	Examine career sources (Media Center)	OHS Guidance Office and Media Center a. SRA - Occupational Briefs. b. U.S. Dept. of Labor, Occupational Outlook Handbook, Bureau of Labor Statistics. c. Chronicle Guidance Publications, Chronicle Occupational Briefs. d. Encyclopedia of Careers & Vocational Guidance.	Have student identify on a library map locations of career sources.
	Examine Sr. High School Curriculum	Summary and brief description of course available at Oshkosh Sr. High School.	Student will plan his high school curriculum.

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Grade 8

WORK WORLD

Concept: Job specialization creates interdependency.

General Objective: (Struc. & Nat. Factors) Recognize the relationship between technological changes and job specialization. Recognize that business, industrial, or institutional organizations are comprised of workers who perform tasks which are interrelated.

Subject/Dept.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedure
The student should realize that technological advances affect job specialization and the workers affected have interrelated tasks.	The student will list the functions that have to be provided in a plant where a number of interrelated tasks are performed.	Plant visitation	The student will choose a technical change and diagram the relationship with many newly created tasks.
Suggested Outcome The student should be aware that technological changes have created an expanding number of interrelated tasks, each more specialized, within an organization.		Speakers	The student will show by examples that the computer changed the bookkeeper's tasks to tasks involving a programmer, electronic technicians, key punch operator, calculator.

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WORK WORLD

Grade 8

Concept: Job specialization creates interdependency.

Subject/Dept.

General Objective: (Structure and Nature Factors) Understand that a certain job may be performed in a variety of settings.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand that a certain job may be performed in a variety of settings. Suggested Outcome: The student will be able to describe conditions and settings for a given job.	Research jobs and services that could be performed in a variety of settings.	WORK by SRA Handbook of Job Facts, SRA Introduction to the World of Work Eye Gate House	Class divided into teams which play the following game: 1. Job given 2. Two teams alternate given five seconds to state setting for job.

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WORK WORLD

Grade 6

Concept: Environment and individual's potential interact to influence career development.

Subject/Dept.

General Objective: (Individual Psychological Factors) Understand that a peron's mental and physical health are affected by career choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand that his mental and physical health are affected by career choice.	The student will pretend he has just begun a new job. He will write a letter to a friend describing the mental and physical stresses on him.	Occupational Guidance series, Finney & Co. WORK KIT, SRA	Teacher evaluation of letter.

Suggested Outcome:
Given a particular career the student will discuss mental and physical stresses.

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Grade 8

Subject/Dept.

Concept: Environment and individuals potential interact to influence career development.

General Objective: (Indiv. Psych. Factor) Understand that personality is an important factor in securing and holding a job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand that desirable personality traits are necessary to secure and maintain a job. Suggested Outcome The student should be able to delineate the desirable personality traits necessary for the successful maintenance of a specified job.	The teacher will give an occupation to student. The student will respond, giving personality traits necessary for the successful maintenance of a job.	"Can you Recommend Yourself?" "Work and You," Career Development Services - Part III, Palmer Publications, p. 31.	Examination of list

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WORK WORLD

292

Grade 8

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: (Individual Psychological Factors) Understand that emotional qualities needed for self-fulfillment differ among job families.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be aware that emotional qualities limit occupational choices.	Student will choose a job cluster and through interviews complie a list of needed emotional qualities for these occupations.	Junior Guidance Series booklets, SRA Discovering Yourself, SRA	Given an occupation the student will list the emotional qualities needed.

Outcome:

Student will recognize that certain emotional qualities are required for different occupations.

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WORK WORLD

Grade 8

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (Individual Psychological Factors) Understand that some individuals are attracted to careers because of observed life styles of certain workers.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that many occupations are chosen because of the life style offered.	Student will write his definition of life style.	Filmstrips & Records "Six Families in the U.S." Ency Brit. Ed. Corp.	Teacher evaluation of written work.
	Student will describe a desirable life style and occupations which provide that life style.		

Outcome:

The student will recognize that life style may affect his choice of career.

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WORK WORLD

294

Grade 8

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: (Ind. Psych. Factors) Recognize that there may be personal disadvantages in accepting certain life styles.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that there may be personal disadvantages in accepting certain life styles.	Using Occupation Guides as source for materials students will choose an occupation and orally present disadvantages to class (panel discussions or role playing)	Occupational Guidance Finney & Co.	Teacher observation

Outcome:

The student will be able to describe a life style and list its disadvantages.

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WORK WORLD

Grade 8

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (Socio-Econ. and Pol. Factors) Recognize that certain occupations encourage certain social expectations. Recognize that leisure time activities may affect career choice. Understand that some individuals are attracted to careers because of observed life styles of workers.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will have an awareness that there is an interrelationship between occupational choice and life style.	Speakers from various occupations in the community speak to students. Include in speech: Social Expectations leisure time and possible life styles of his occupation. Field trips to various factories and places of business to observe.	Community Occupational Guidance Finney Co.	Student writes paper on pros and cons of choosing occupation first or life style first.

Outcome:

The student will understand that some individuals are attracted to careers because of observed life styles of workers.

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WORK WORLD

Grade 8

Concept: Various groups and institutions influence the nature and structure of work. Subject/Dept.

General Objective: (Socio-Econ. and Pol. Factors) Understand the influences exerted upon the nature and structure of work by (a) laws, (b) labor-management, (c) professional associations, and (d) licensing requirements and society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand the influences exerted upon the nature and structure of work.	Students will debate the value of: (a) laws (b) labor management (c) professional associations (d) licensing requirements on certain occupations.	Union Bulletins State Licensing Dept. Professional Journals Dept. of Industry, Labor and Human Relations Div. of Labor Standards P.O. Box 2209 Madison, Wisconsin 53701	Teacher evaluation of debate

Outcome:
The student will appraise the value of the effect of laws, labor management, professional associations and licensing requirements.

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WORK WORLD

Grade C

Subject/Dept.

Concept: Job characteristics and individuals must be flexible in a changing society.

General Objective: (Structure and Nature Factors) Accept the necessity for the individual to change jobs due to changing structure of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand the necessity for the individual to change as the structure of his work changes.	Using Johnny Tremain select occupations from the novel and compare and/or contrast with a similar modern occupation. In a paragraph tell how an individual would need to change to fit the changed job.	Johnny Tremain WORK - SRA	The students will list five jobs in which changes in the individual have been necessary.

Outcome:
The student will understand that due to the changing structure of work there is a necessity for him to change himself.

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WORK WORLD

Grade 8

Concept: Job characteristics and individuals must be flexible in a changing society. Subject/Dept.

General Objective: (Structure and Nature Factors) Recognize that there is a line of advancement which requires personal adjustment. Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should understand the necessity for the individual to change as the structure of his work changes.	Invite a speaker personnel or placement director to speak about how advancement would bring additional responsibility and change of work.	Junior Guidance Series SRA	The student will write a paragraph including a list of personal adjustments that might be necessary in a given job.

Outcome:

The student will understand that due to the changing structure of work there is a necessity for him to change himself.

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CAREER PLANNING AND PREPARATION

Grade 8

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Training and Education Factors) Understanding of the necessity for obtaining employability skills.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand that occupations and education are interrelated.	Do research on abilities and training needed for various occupations. Class discussion: "What's My Line?" game with students playing role of having occupations of his choice.	Occupation Guidance Finney & Co. School Subjects and Jobs SRA Vocational Guidance Series	Teacher observation of "What's My Line?" game and class discussion.

Outcome:

The student will understand that the responsibility for obtaining employability skills is his.

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CAREER PLANNING & PREPARATION

Grade 8

Concept: Education and work are interrelated

Subject/Dept.

General Objective: Understand success and upward mobility in many occupations requires continuous learning. (Training and Education Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will realize that continuous education is necessary to upward mobility in many occupations.	Using resource materials student will discover how to advance in a given career. Group discussions.	Widening Occupational Roles Kit, SRA	Teacher Evaluation

OUTCOME:

The student will identify the specific skills relating to an occupation and how they can be achieved.

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CAREER PLANNING AND PREPARATION

Grade 8

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Tr. and Education Factors) Realize the value of general education as a necessary foundation for future specialized training.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will realize that general education and specialized training are interrelated.	Researching available materials, students will compile a list of basic elements of education necessary to most careers.	Handbook of Facts, SRA School Subjects & Jobs, SRA Guidance Series Booklets, 1971 Work, SRA	Teacher evaluation of lists. Given a list of general subjects student will show how it is essential for a given occupation. Mock courtroom situation in which students take role of worker applying for advancement in his occupation. Student judge will decide which of two would deserve the advancement.

Outcome:

The student will recognize the elements of a basic education.

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CAREER PLANNING AND PREPARATION

Grade: _____

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept. _____

General Objective: (Infor. Gath. Factor) Develop occupational research skills.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should demonstrate an ability to do research on occupational skills.	1. Investigate an occupation with an emphasis on basic requirements necessary to enter that occupation.	School resources occupational files, pamphlets, tapes, films, filmstrips, etc. media center	Teacher evaluation of assignment.
Suggested Outcome: The student should be able to use occupational research skills and apply them in obtaining specific career information.	2. Research into history to list ten occupations no longer in existence.		

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CAREER PLANNING & PREPARATION

Grade 8

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept.

General Objective: (Infor. Gath. Factor) Demonstrate a knowledge of employment trends.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be able to relate factors causing employment trends.	Draw a pair of graphs, one showing present supply and one showing predicted demand.	"An Overview of Technical Education" SRA filmstrip	Teacher evaluation of graph and observation of student comprehension through discussion with him.
Suggested Outcome: The student should demonstrate a knowledge of supply and demand and its implications in career planning.	Independent Activity Employment person come to class and give discussion on law of supply and demand on our local area.	Local resource speaker from employment office	

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CAREER PLANNING AND PREPARATION

304

Grade 8

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: (Family, Peers, and Community Factors) Understand the influence of one's parents on career planning. Be aware of the influence of peer association on his career planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand that outside influences affect his career planning.	List 5 ways parents can influence career choice. List five ways peer groups can influence career choice.	Brochures, magazines, newsletters related to parents' various occupations. (Found in homes)	From selected pictrues (showing children in various home environments) student will list five influences on career choice of the child in the picture. Note: Discussion could bring out that children from limited environments must be given remedial help.

Outcome:

The student will list five major influences on career choice.

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CAREER PLANNING & PREPARATION

Grade 8

Subject/Dept.

Concent: Environment and individual potential interact to influence career development.

General Objective: (Fam. Peers, and Com. Factor) Aware of the influence that communities have in their assessment of certain occupations on one's career planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be aware of the values placed on occupations by a particular community.	Use employment resource people to speak on "What We are Looking For In Our Employees."	Community	Class discussion following speakers

Suggested Outcome:
The student should assess the community influence on occupations as well as outside opportunities.

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CAREER PLANNING & PREPARATION

306

Grade 8

Concept: Individuals can learn to perform adequately in a variety of occupations.

Subject/Dept.

General Objective: (Info. Gathering Factors) Understand that there are many occupations which have similar performance patterns.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that there are many occupations which have similar performance patterns.	Given a job cluster the student will list performance patterns common to the occupations in the cluster.	"Keys": Career Guidance Program, SRA, Filmstrips & Cassettes Direction for Tomorrow Series - Bowmar Records & filmstrips	Given 2 job clusters the student will be able to list performance patterns needed.

Outcome:

The student will be able to appraise the basic performance patterns in a job cluster.

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CAREER PLANNING & PREPARATION

Grade 8

Concept: Individuals can learn to perform adequately in a variety of occupations.

Subject/Dept.

General Objective: (Information Gathering Factors) Recognize one's own abilities and limitations and be able to relate this to present career interest.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize his own abilities and limitations.	Student will list skills and abilities of another person in the class. From this list, occupations this person could pursue could be listed. Then share findings.	School Subjects and Jobs. SRA Guidance Series Booklets, 1971. Widening Occupations Roles Kit (WORK) SRA	Write a paragraph stating why their own abilities are suitable for a particular job.

Outcome:

The student will relate his abilities to a particular job.

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CAREER PLANNING & PREPARATION

308

Grade 8

Subject/Dept.

Concept: Individuals can learn to perform adequately in a variety of occupations.

General Objective: (Tr. & Education Factors) Understand that part-time jobs can be good exploratory experiences if planned properly.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand that part-time jobs can be good exploratory experiences if planned properly.	The student will select an occupation he would like to pursue. Then research available part time jobs which would provide experience for this occupation. Class discussion.	Newspaper want ads. Personnel director of local business. Pamphlet: "A Handy Reference Guide for the Employment of Minors" -- Div. of Labor Standards, Box 2209 Madison, Wisconsin 53701	Given a list of part-time jobs the student will match them with occupations they would provide experience for.

Outcome:

The student will appraise the value of part-time work on his future occupation.

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CAREER PLANNING & PREPARATION

Grade 8

Concept: Individuals can learn to perform adequately in a variety of occupations.

Subject/Dept.

General Objective: (Tr. and Education Factors) Understand that new skills may be developed at any time during a person's working life.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand that new skills may be developed at any time during a person's working life.	Invite a speaker from the StateEmployment Service to speak on jobs which have become obsolete and how people are re-trained.	Bulletins from State Employment Bureau Speaker - State Employment Service	The student will list 3 occupations which are now obsolete.

Outcome:

The student will infer that education is a life-long process.

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CAREER PLANNING & PREPARATION

Grade 8

Subject/Dept.

Concept: Career Development requires a continuous and sequential series of choices.

General Objective: (Training and Education Factors) Understand the need for careful planning of the high school program in light of tentative career plans. Understand that careful educational planning may shorten required training time for employment.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand the need for careful planning of courses taken to shorten career training.	Student will make an occupational selction, discover its requirements and devise a high school program for this career goal.	School Subjects and Jobs, SRA Guidance Series Booklets, 1971 Handbook of Job Facts, SRA	Teacher observation of programs.

Outcome:

The student will plan his high school program for his chosen career.

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CAREER PLANNING & PREPARATION

Grade 8

Concept: Career development requires a continuous and sequential series of choices.

Subject/Dept.

General Objectives: (Info. Gathering Factors) Obtain a knowledge of educational and vocational information resources and how to use them.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will obtain a knowledge of educational and vocational information and how to use them.	The student will select a career of interest and discover sources of information.	Media Centers Public Libraries State Agencies Industries	Student will list 5 sources of information on his chosen career.

3.3.3

Outcome:

The student will list 5 sources of information for his chosen career.

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CAREER PLANNING & PREPARATION

312

Grade 6

Subject/Dept. Comb. Studies

Concept: Job characteristics and individuals must be flexible in a changing society.

General Objective: (Tr. & Educ. Factor) Understand the adjustments necessary to maintain employment.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will be able to list major factors in choosing a life work.	View and discuss film	Film: Finding Your Life Work	List ten major factors covered in film in choosing your life work: Health Character General Education Citizenship Interests Abilities Ambitions Willingness to work Knowledge of self Special training
The student will identify factors involving career selection.	Fill out questionnaire on occupational attitudes.	SRA Booklets #104 Choosing Your Career Pages 29-32	Evaluate the questionnaire for relevancy.

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CAREER PLANNING & PREPARATION

Grade 8

Subject/Dept.

Concept: Individuals are responsible for their career planning.

General Objective: (Tr. & Education Factors) Understand the importance of assuming personal responsibility for occupational choice. Understand that personal decisions (career) are of a developmental nature.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will understand that he is responsible for his career planning and that it is developmental in nature.	Class or a panel will "brain-storm" to devise a list of factors that influence career choices. (Note: the individual himself is the most important factor .. teacher should emphasize this in summary of discussion.)	The Job In Your Future SRA Junior Guidance Series	Student will list the factors responsible for his career choice (his personal decision should be first on the list)

Outcome:

The student will conclude that he is most responsible for his career choice.

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CAREER PLANNING & PREPARATION

Grade 8

Concept: Individuals are responsible for their career planning

Subject/Dept. English

General Objective: (Structure & Nature Factor) Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will become aware of courses in the high school curriculum provided with program forms complete as tentative class schedule 9-12.	1. Examine course descriptions and graduation requirements. Each student plot out a tentative 4-year program. 2. Slide presentation by Mr. Marg on vocational programs available at high school.	Summary and brief description of courses available at Oshkosh High School. Counselors Mr. Everett Marg Coordinator of Vocational Training Programs Programming forms available at high school office 1. #91-71 (6M) 2. OHS Advisers record 3. OHS college entrance requirements.	Check to see if student has met the requirements for high school graduation.

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9-12

SELF

Grade 9

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept.

General Objective: Recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify the importance of continuous self evaluation.	The student will write a short paper on How It feels to be a freshman.	Students	Teacher evaluation of written work.
	Small group discussion on "Have you ever tried to get a job and failed"	Students	Students evaluate their own proolems and solution.

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SELF

Grade 9

Subject/Dept.

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Recognize responsibility for self direction.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will identify various areas and sources of information in the school building.	Check list for various locations; school store, office, etc.	1. Map 2. Check List of various locations in school building.	Teacher evaluates student maps.

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SELF

Grade 9

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept.

General Objective: Review personal attributes necessary to obtain and maintain a job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will explore the necessary personal qualifications to obtain and maintain a job.	Presentation by personnel director	Personnel director	Students evaluate the qualifications laid down by personnel director.
Students will participate in role playing stressing qualifications to obtain and maintain a job.	Mock interviews	Students	Teacher/student evaluates the student's attitude as portrayed in role playing.

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SELF

319 Grade 9

Subject/Dept. Social Studies, English or other required course

Concept: An understanding and acceptance of self is important throughout life.

General Objective: Appraise and accept his own abilities, interests, attitudes and values.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will be able to select terms that apply to ability, interest, attitude, and value characteristics.	Presentation 1. Have a member of the counseling or psychology staff explain the make-up of an individual in terms of abilities, interests, attitudes, and values.	Guidance Counselor Psychology Teacher	Note of correct responses of identified terms as they relate to interests, abilities, attitudes and values
The student will be able to identify the sources of information that will depict his present abilities, interests, hobbies and values.	1. Have a member of the counseling or psychology staff explain how students may procure information as it pertains to their abilities, interests, attitudes and values, e. g. testing, personal satisfaction, hobbies, self analysis, attitudes, values, success in classes, etc.	Guidance Counselor Psychology Teacher Handout sheet for follow-up	Students' ability to identify personalized attributes as stated

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SELF

Grade 9

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept. Soc. St., Eng. & other req. course

General Objective: Organize self-appraisal information into categories of strengths and limitations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After being conditioned to self images, the student will be able to classify them as strengths or weaknesses as they pertain to him.	Presentation Have a member of the counseling or psychology staff identify self images that are classified as strengths and weaknesses or limitations.	Guidance Counselor Psychology Teacher	Students' ability to identify their strengths and weaknesses and how they can relate their assets for future life's implications.
After the students have been exposed to discovering personalized assets, they will be able to recognize their value for future life's implications.	As a follow-up have the counselor or teacher illustrate how self images may be utilized as assets to each individual as a person.	Guidance Counselor Psychology Teacher	

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SELF

Grade 9

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Establish positive regards toward oneself.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will establish positive regards toward oneself.	1. Watch and listen to multi-media set. a. Discuss the worth of teenagers and relate the ideas to themselves. b. Role play current problems and values	Multi-media Set Values for Teenagers The Choice is Yours (Location: FVTI Van)	Group evaluation of discussion. Teacher and student evaluation.

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SELF

Grade 9

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Appreciate that people bring dignity and worth to their jobs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will appreciate that characteristics of people bring dignity to their jobs.	1. Debate the pros and cons of wearing a beard and long hair.	Personal opinion.	Judge debate.
	2. Review some book heroes and pick out the characteristics that made them heroes.	Comic books or TV personalities. Class novel.	Evaluate list of personality characteristics.

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SELF

323 Grade 9

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Respect a person's right to choose an occupation.
Respect a person's occupational choices.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that any individual's choice of career is worthy of respect.	1. Discuss dignity of work in any job family - unskilled through the professions.	List of occupations	Teacher observation of attitudes displayed via discussion and questions
	2. Invite speakers from various trades and professions	Resource people	

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SELF

Grade 9

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept. Combined St.

General Objective: Understand that people can achieve dignity and worth by work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that all work is honorable and has dignity and worth of its own.	1. Create a project typical of a particular occupation stressing the significant worth of each. 2. Construct a crossword puzzle using words or terms pertaining to the dignity and worth of jobs.	Occupational Outlook Handbook (Counselor's Office) Occupational Briefs (OHS Library) Encyclopedia of Careers Chronicle Career Kit (Counselor's Office)	Teacher Evaluation

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SELF

Grade 9

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: Understand that physical and mental factors affect one's career.

Bevarioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize some of the psychological factors in career choice.	Students will participate in an exercise to determine their degree of introversion and extroversion.	Introvert vs Extrovert exercise. students	The student will participate in a discussion on the effects of introversion and extroversion in relationship to job happiness and success.

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Grade 9

Concept: Environment and individual potential interact to influence career development.

Subject/Dept.

General Objective: Understand that ever changing individual and environmental factors acting separately or together influences one's career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize and discuss individual factors influencing career development.	Field trip to Good Will Industries, Appleton, Wisconsin	Bus Reservations with Good Will Industries	Students will discuss the changes the employees had to make in their occupations.
The student will recognize changing environmental factors could influence one's career development.	View Part I Multi-Media Set- Crisis of the Environment.	Multi-Media set Part I. Man: An Endangered Species. Crisis of the Environment. OHS Media Center, West	The students will discuss the effect of the changing environment on career development.

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SELF

327

Grade 9

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: Develop an understanding of one's own life style.

Behavioral Objective	SuggestedActivities	Resources & Materials	Evaluation Procedures
The student will develop an understanding of one's life style.	View Multi-Media Set WhyWork At All	Multi-Media Set Why Work At All #222 OHS-West Media Center	Group discussion on life styles.
	View Multi Media Set "The Welfare Dilemma" Part 1	Multi-Media Set "The Welfare Dilemma" Part I. #210 OHS-West Media Center	Group discussion on the effect of work or not working on one's life style.

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SELF

Grade 9

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: Develop an understanding that occupations choice affects an individual's life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will recognize a relationship between career development and life style.	View film	Film: "Build a Better Life"	Group discussion comparing relationship between various jobs and life styles.

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329 Grade 9

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Develop an understanding that personal and social needs may be met through work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should identify personal and social needs that may be met through work.	1. Self analysis of personal and social needs that can be met through the world of work.	Interest inventories and personal profile- Kuder - Sextant Profiles Super (Profile)	Teacher and self evaluation
	2. Interview persons who work.	Working people	Teacher and self evaluation of participation in discussion.
	3. Large group discussion of interview experiences.		

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Grade 9

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Develop the awareness that work experiences are valuable.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Identify a variety of values to be gained through work-study experiences.	1. On-the-job observation. 2. View film strip cassettes.	Working persons "Preparing for the World of Work" Multi-Media Set (Fox Valley T.I.)	Teacher & Groups analysis of work experiences.

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SELF

331

Grade 9

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Understand why each individual is unique.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Distinquish values, attitudes, interests and values of individuals.	1. Student introduction by unique or distinquishing trait, as, "I'm Mary Smith and I Like Cats"	Group	Group evaluation through discussion.
	2. Collage of individuals traits.	Magazines, etc.	View collage, students evaluations.

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SELF

Grade 9

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Understand the impact of other person's feeling and values and its relationship to one's own.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Determine the impact of feelings and values of individuals on each other.	1. Make a sociogram of characters in an assigned reading.	1. Class Material	1. Teacher evaluate construction and content of sociogram.
	2. Kuder Personnel Profile.	2. Kuder Personnel Profile	2. Teacher evaluation of test.
	3. Role play a situation which involves conflicting values.		3. Group discussion.

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SELF

Grade 9

Concept: Individuals are responsible for their career planning.

Subject/Dept.

General Objective: Understand the relationship between regular attendance, good work habits, good behavior, initiative; perserverance, positive attitude and industriousness in school and employability.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The students will recognize personal factors which make them more employable.	View Multi-Media Set	Multi-Media Set "How to Be a Better Employee" Parts I & II OHS West #106 Media Center	Student will view the the materials and evaluate.
The student will discuss the relationship between in school behavior and employability.	Students will discuss differences and similarities of school behavior and on-the-job behavior.	Students	Teacher/Student evaluation points brought out in discussion.

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SELF

Grade 9

Concept: Individuals are responsible for their career planning.

Subject/Dept. _____

General Objective: Awareness of the need for career planning. Awareness of relationship of School courses and world of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will become aware of the need for individual career planning. The student will discuss personal assets and liabilities in career planning.	Exercise an awareness of the need for Career Planning.	SRA Occupational Exploratory Kit View Occupational Scanner	Student discussion groups.
The students will show an awareness of the need for career planning.	Group discussions on "Similarities in Career Planning and School course Planning"	Students	Teacher evaluates the students participation in discussion.

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Grade 9

Subject/Dept.

Concept: Individuals are responsible for their career planning.

General Objective: Awareness of relationship of school courses and world of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will view a multi-media presentation on Preparing for the world of work.	View Multi-Media Set	Preparing for the World of Work, Part I OHS - West Media Center #104	Observe student.
The student will recognize the relationship between school courses work and the world of work.	The student will make a list of twenty different occupations that he would have more knowledge about, for each class he is taking.	Teachers Professional People Trades People Wisconsin Dept. of Public Instruction Career file Occupational Exploration Kit-SRA Career File	Evaluate student lists.

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SELF

Grade 9

Concept: Individuals are responsible for their career planning.

Subject/Dept. Eng., Soc. St.

General Objective: Determine and pursue educational and/or occupational plans.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students must recognize that their personality plays an essential role in job selection.	1. Students prepare a bulletin board, dividing jobs into two classifications: people related and object related. a. Each student will bring 2 pictures (one for each classification) illustrating his possible job interests. b. Briefly describe each job beneath each picture.	Magazines for pictures. Career file in OHS Media Center for descriptions	Observation of bulletin board

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WORK WORLD

Grade 9

Concept: Occupations exist for a purpose.

Subject/Dept. English - Art - Social Studies

General Objective: (Socio-Ec.-Pol. Factor) Appreciate that occupations exist to satisfy the needs of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will recognize that a mobile society creates new occupations.	1. Students will make a list of jobs that have been created because of a mobile society, mostly in the area of transportation e.g.. car and airplane, resorts, and camping. 2. Make several collages--individually or as a small group project. 3. Visit local business such as Oshkosh Motor Truck Co.	Students Pictures and construction paper Local businesses	Observation of list and collages.

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WORK WORLD

Grade 9

Concept: Occupations exist for a purpose.

Subject/Dept. Soc. Studies

General Objective: (Soc.-Ec.-Pol. Factor) Develop an understanding of the basic concepts of production, distribution, and consumption, as they relate to jobs in the economic structure.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will understand that many occupations are interrelated before finished product reaches the consumer.	1. Bulletin board construct a a. flow chart of a product starting with raw materials -------) Transportation to factory ----------) processes at factory resulting in finished product ------) Transportation to distributor ----------) purchase by consumer. b. List as many various occupations as possible involved with each step on the flow chart.	Periodicals in Media Center Student textbooks 3D objects of a product in various stages of production	Observation of bulletin board
	2. Field trip to a local manufacturing plant	Local factory	

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WORK WORLD

Grade 9

Concept: Occupations exist for a purpose.

Subject/Dept. Soc. St.

General Objective: (Indiv. Psych. Factor) Understand that, in general, people's self concepts can be enhanced in a variey of work roles.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will understand that an individual can get a more favorable self-image by realizing that they can function in a variety of work roles.	1. Students can go to fathers and ask them what different jobs they have held or what different jobs they could hold, to find out that parents have a sense of security in the knowledge that they don't have to depend on one job. Discussion	Students and parents	Observation of discussion
	2. Students examine their own experience with jobs around the house, school, and odd jobs to illustrate that they themselves can get personal satisfaction from different successful experiences. Discussion	Students	Observation of discussion

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WORK WORLD

Grade 9

Concept: Occupations exist for a purpose.

Subject/Dept. Soc. St.

General Objective: (Indiv. Psych. Factor) Understand that one's individual needs change as they progress through life.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will understand that as he matures he will need more satisfaction by accepting additional challenges in his life situation.	1. Students interview parents to find out "why" parents made job changes. Class discussion	Students family	Observation of class discussion
	2. Speaker - psychology teacher from high will give lecture based on objective.	Psychology and/or sociology teacher	Quiz

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WORK WORLD

Grade 9

Concept: Occupations exist for a purpose.

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Subject/Dept. Social Studies

General Objective: (Indiv. Psych. Factor) Understand that one's mental and physical health are affected by his career choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will realize that mental and physical health factors need to be taken into consideration when choosing a career.	1. Students will list jobs that involve hazardous working conditions and enumerate the dangers. (Discuss)	Employers Family, friends, and neighbors	Observation of discussions and bulletin board.
	2. Students will identify health requirements to enter certain fields. (Discuss)	Career file in Media Center FVTI van	
	3. Students will investigate accident rates in various occupations and connect this with insurance rates. (Discuss)		
	4. Students will investigate specific height and weight requirements to enter some jobs like being a policeman, fireman, stewardess, etc. (Discuss) Information from all four activities can be displayed on a bulletin board.		

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WORK WORLD

Grade 9

Concept: Occupations exist for a purpose.

Subject/Dept. Soc. St.

General Objective: (Struc. & Nat. Factor) Understand that occupations develop to fulfill social needs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will recognize that society's awareness of the need to preserve the environment will create a demand for new occupations.	1. Students should list products that have been replaced by synthetic products because of a concern for natural resources.	Local plants Periodicals in Media Center	Observation of list
	2. Field trip to a recycling plant.	Samples of products	
	3. Students make a bulletin board to display new ecology products e.g. new 7-Up returnable bottles, pooper scoopers, garbage compressors.	Construction paper and pictures Govt. agencies. Dept. of Labor Dept. of Interior	Observation of bulletin board
	4. Research companies that make biodegradable products and packaging.		Observation of report

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WORK WORLD

343 Grade 9

Subject/Dept. Soc. St.-Eng.

Concept: Occupations exist for a purpose.

General Objective: (Struc. & Nat. Factor) Appreciate the contributions of occupations to the advancement of society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will recognize that a more sophisticated society demands new products for convenience and leisure, which creates more jobs.	1. Students will compile a list of products, like snowmobiles, color TV, electric can openers, dish washers, garage door openers, snow blowers, wigs, etc.	Students	Observe list Class presentation of research
	2. Research to find out how many people are employed in any given industry such as snowmobile construction, sales and servicing.	Write to: 1. individual manufacturer 2. government agencies (Dept. of Labor)	

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WORK WORLD

Concept: There is a wide variety of occupations which may be classified in several ways. Grade 9

General Objective: (Struc. & Nat. Factor) Understand that people at work produce goods and/or services. Subject/Dept. World History

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that people produce goods and/or service.	1. Draw a time line showing the evolution of work.	Books on Anthropology World History books	Evaluate time line
	2. Compare the work-world of prehistoric man, Middle Age, and Modern man. Stress changes from self preservation type productions to modern work outcome and possible reasons for shift.	Books on Anthropology	Evaluate comparative study

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WORK WORLD

Grade 9

Subject/Dept.

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Structure and Nature Factors) Understand that occupations are people/idea/thing oriented.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will identify jobs that are people/idea or thing oriented.	Construct a bulletin board putting pictures of jobs under the three categories.	Students Various Magazines	Teacher will evaluate bulletin board.

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WORK WORLD

Grade 9

Concept: There is a wide variety of occupations which may be classified in several ways.

Subject/Dept. Any area applicable

General Objective: (Str. & Nat. Factor) Understand that within each job family there are a wide range of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that within each job family there is a wide range of occupations.	1. Class construct a "job tree" similar to a family tree. 2. Write a series of radio public service "spot" announcements describing jobs available within various areas or job families.	OHS Library Career information Brochures Encyclopedia Career Opportunities	Product Public comments

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WORK WORLD

Grade 9

Subject/Dept.

Concept: Work means different things to different people.

General Objective: (Individual Psych. Factors) Understand that a person's life style will be affected by his career choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will conclude that a life style will take on a certain design depending on his career choice.	"Ohio Vocational Inventory Survey" test taken by students and discuss with counselor	Ohio Vocational Inventory Survey test. Counselor, teacher	Evaluate student discussion.

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WORK WORLD

Grade 9

Concept: Work means different things to different people.

Subject/Dept.

General Objective: (Ind. Psycn. Factors) Understand that people work for different rewards such as monetary, personal satisfaction, or recognition.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will list some of the things that can be gained through a career - i.e. money, personal satisfaction or recognition.	Students will have panel discussion to discuss areas of satisfaction found through work.	Students	Evaluate students list.

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WORK WORLD

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Grade 9

Concept: Education and work are interrelated.

Subject/Dept. _____

General Objective: (Structure and Nature Factors) Understand that entry into an occupation depends upon one's training/educational background.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify that a job may depend upon one's training and educational background.	1. Filmstrip 2. Collect help wanted ads for class discussion on requirements of.	"Getting and Keeping Your First Job." Guidance Associates Newspaper	Teacher observation

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WORK WORLD

Grade 9

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Struc. & Nature Factors) Understand that an increasing number of occupations require additional training and/or education for initial entry and/or promotion.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will distinguish that some occupations require additional training or education for initial entry.	1. Filmstrip 2. Report to class on some specialized training that a person had to take to advance in their job.	Preparing for the World of Work. Guidance Associates Community Resource	Student evaluation and Teacher evaluation.

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WORK WORLD

351

Grade _____

Subject/Dept. _____

Concept: Education and work are interrelated.

General Objective: (Socio-Econ. and Political Factors) Understand that some occupations/careers are influenced by licensing requirements which dictate education/training needs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify that some occupations require a license and additional education.	1. Group will compile a list of jobs that require licensing. 2. Research what educational requirements are needed to obtain the above licenses.	Library Community Guidance Office Blue Book	Teacher evaluation

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WORK WORLD

Grade 9

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Socio-Econ. and Pol. Factors) Recognize that conditions in the work world affect groups and institutions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize the interelationship between organized groups, institutions, and the work world.	1. Parental interview followed by class discussion on laws affection them on the job.	Parent, student	Group discussion
	2. Speaker from WSES on supply and demand in the labor department.	Employment office WSES	Student evaluation
	3. Field trip to an industry.	community	

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WORK WORLD

353

Grade 9

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept.

General Objective: (Socio-Econ. and Pol. Factors) Understand those factors which stimulate or retard job opportunities: 1. Government, 2. Seasonal work, 3. Economic cycles, and (4) Changing sex roles.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will list and give examples of factors that stimulate or retard job opportunities under the following headings: 1 - Government 2 - Seasonal Work 3 - Economic Cycles 4 - Changing Sex Roles	Student list factors and examples of factors involved in the job market.	1 - Newspapers 2 - Magazines	Evaluation of student's list and examples.

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WORK WORLD

Grade 9

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept. _____

General Objective: (Socio-Econ. & Pol. Factors) Understand that the Supply of workers as a product of training and preparation and Demand which is a product of need.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will conclude that supply of workers is a product of training and preparation and demand is aproduct of need.	Talk by armed forces recruiter to show relationship between worker supply and demand.	Armed forces recruiter	Student, teacher, recruiter evaluate presentation.

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WORK WORLD

Grade 9

Concept: Job specialization creates interdependency.

Subject/Dept.

General Objective: (Struct. & Nature Factors) Recognize the relationships between technological changes and job specialization.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The students shall analyze the relationships between technological changes and job specialization.	Students shall visit administration building to check the work turned out by computers and other machinery.	New machinery in the School Administration Building.	Teacher will evaluate through discussion of the visit.

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WORK WORLD

Grade _____

Concept: Job specialization creates interdependency.

Subject/Dept. _____

General Objective: (Structure and Nature Factors) Understand that a certain job may be performed in a variety of settings.

Behavioral Objective	Suggested Activities	Resources and Materials	Evaluation Procedures
Given a specific job, students will identify a certain job in a variety of settings.	Students make notebook illustrating various job settings for a specific job.	Students Library Periodicals	Teacher evaluate notebook

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WORK WORLD

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Grade 9

Concept: Job specialization creates interdependency.

Subject/Dept.

General Objective: (Struct. and Nature Factors) Recognize that business, industrial, or institutional organizations are comprised of workers, who perform tasks which are interrelated.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will conclude that business, industrial or institutional organizations are comprised of jobs that are interrelated.	1. Student will perform a skit (illustrating a job which shows the interrelationship of jobs). 2. Recreate an assembly line -- simple toys, jewelry, etc. and sell them for profit.	1. Materials for assembly line. 2. Posters - Materials for advertising of items. 3. Needed props, costumes, etc. for skit.	1. Teacher evaluation of project. 2. Student evaluation of sales from project. 3. Teacher/Student evaluation of skit.

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WORK WORLD

Grade _____

Concept: Environment and individual's potential interact to influence career development.

Subject/Dept. _____

General Objective: (Individual Psych. Factors) Understand that a person's mental and physical health are affected by career choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will conclude that a person's mental and physical health are affected by career choice.	Discussion with school nurse regarding occupations where one's mental and/or physical health might be affected.	School nurse Mr. J. Patterson Psychology Teacher	Evaluation Discussion

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WORK WORLD

Grade 9

Concept: Environment and individual's potential interact to influence career development.

Subject/Dept.

General Objective: (Ind. Psych. Factors) Understand that personality is an important factor in securing and holding a job.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The students will decide that personality is an important factor in securing and holding a job.	Students will role play an interview of a personal application for a job, then they will hold a class discussion on the strengths and weaknesses of the interview.	Students.	Teacher will show the students the results of the interview and evaluate their impression on the would-be employer.

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WORK WORLD

Grade _____

Concept: Occupations and life styles are interrelated.

Subject/Dept. _____

General Objective: (Ind. Psych. Factors) Understand that some individuals are attracted to careers because of observed life styles of certain workers.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Will relate observed life styles with type of work.	Interview and report to class on an admired neighbor's observed life style and his type of work. Class discussion of observed relationships between life style and work.	Neighbors	Teacher observation

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WORK WORLD

Grade 9

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (Ind. Psych. Factors) Recognize that there may be personal disadvantages in accepting certain life styles.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Distinguish possible limitations of a life style.	Group discussion of life styles observed in activity for #130.	Observation of people.	Teacher evaluation.
	Collect ads showing life styles of workers.	Newspapers, periodicals	Group evaluation.

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WORK WORLD

Grade 9

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (Socio-Econ. and Political Factors) Recognize that certain occupations encourage certain social expectations.

Behavioral Objective	SuggestedActivities	Resources & Materials	Evaluation Procedures
Identify social activities, produced by an individual's occupation.	Compile a class list of social activities and obligations associated with various occupations. Interview any adult.	Adults	Teacher evaluation.
	Collect news accounts of social activities related to occupations.	Newspapers	Student evaluation.

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WORK WORLD

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Grade 9

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: (Socio-Econ.-Political Factors) Recognize that leisure time activities may affect career choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Will relate leisure activities with type of work.	Make a chart of leisure time activities of observed persons in different types of work.	Adults	Teacher and group evaluation.
	Using their own leisure activities and prospective careers, class discussion of possible relationships.	Class Members	

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WORK WORLD

Grade 9

Concept: Various groups and institutions influence the nature and structure of work. Subject/Dept.

General Objective: (Socio-Econ. and Pol. Factors) Understand the influences exerted upon the nature and structure of work by (a) laws, (b) labor-management, (c) professional associations, and (d) licensing requirements and society.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given an occupation the student will list three ways in which regulations affect that occupation such as: a) laws b) unions' c) profession associations or licensing.	Students collect articles related to economics conditions -- for example: unemployment ecnomic recession increased imports, etc.	Local newspapers Magazines	Teacher evaluation of types of articles.
	Divide into groups and list reasons why licensing is necessary. Students will debate pros and cons of reasons.	Employment service	Student evaluation. Teacher evaluation of list.

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WORK WORLD

365

Grade 9

Concept: Various groups and institutions influence the nature and structure of work. Subject/Dept.

General Objective: (Struc. & Nature Factors) Understand that conditions created by organized groups and institutions affect the world of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
List various ways in which minority groups modify, eliminate, influence or create jobs.	Invite a person, knowledgable about civil rights legislation, to speak to class on the relationship of holding a job to sex, race or creed.	Judge in area W.S.E.S. Office Union representative.	Teacher evaluation of list.

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WORK WORLD

Grade 9

Concept: Various groups and institutions influence the nature and structure of work. Subject/Dept.

General Objective: (Structure and Nature Factors) Understand that conditions in the work world affect groups and institutions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will identify and list how hours and vacation schedules in industry affect our society - both individually and collectively.	Invite personnel directors from industry and business to speak to students.	Personnel Directors	Teacher evaluation of list and interaction with speaker.

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WORK WORLD

367

Concept: Job characteristics and individuals must be flexible in a changing society.

Grade 9

Subject/Dept. all areas

General Objective: (combined) (Str. & Nat.) Accept the necessity for the individual to change jobs due to changing structure of work. Recognize that there is a line of advancement which requires personal adjustment.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that there is a relationship between their personal adjustments and their career.	Class will view the filmstrip Dare to be Different and relate what each has observed to the world of work.	Dare to be Different Multi-media kit (FVTI Mobile Unit)	Rap session
The students will review the lives of successful people.	Read and report on biographies and autobiographies of famous people from an area of interest.	Books, movies (BAVI catalog) (OHS library)	Student will compare personal qualities with those revealed in the person from their resource.

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CAREER PLANNING & PREPARATION

Grade 9

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Training and Education Factors) Understanding of the necessity for obtaining employability skills.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will discuss the necessity for obtaining the skill needed for specific jobs.	View films and filmstrips on various occupations.	Films & Filmstrips (FVTI Van)	Teacher
	Discuss different job qualifications and how courses in school might help meet these qualifications.		

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CAREER PLANNING & PREPARATION

369

Grade 9

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: Understand success and upward mobility in many occupations requires continuous learning. (Training and Education Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedure
In group discussion students will recognize that success and advancement requires continuous learning.	Interview parents: "How has your job changed and what further education has it required."	Parental interview	Teacher evaluation of students participation in group discussion.
	Any occupational worker discussing changes in his occupation.	Occupational speaker.	"
	View occupational film loops.	Fox Valley Technical Inst. Utility Van.	"

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CAREER PLANNING & PREPARATION

Grade 9

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: Realize the value of general education as a necessary foundation for future specialized training. (Training and Education Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will discuss programs in the school and their basis for future specialized training.	1. View films from FVTI van.	1. FVTI van	Teacher
	2. Discuss school's course of study outline.	2. School course outline.	Evaluate the student's participation in discussions.

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CAREER PLANNING & PREPARATION

371

Grade 9

Subject/Dept.

Concept: Occupational supply and demand has an impact on career planning.

General Objective: Develop occupational research skills.(Information Gathering Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will demonstrate occupational Research Skills by use of the library facilities.	1. Note cards on specific occupations.	Card Catalog Vertical file Career Kit (Chronicle) School library	Teacher

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CAREER PLANNING & PREPARATION

Grade 9

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept.

General Objective: Demonstrate a knowledge of employment trends. (Information Gathering Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will demonstrate occcupational research trends through use of charts and graphs.	1. Graphing and charting of specific job trends.	1. Occupational Handbook 2. "Occupational Guidance" (Finney Co.)	Teachers

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CAREER PLANNING & PREPARATION

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Grade 9

Subject/Dept. where applicable

Concept: Environment and individual potential interact to influence career planning.

General Objective: Understand the influence of family, peers, and community factors on career planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify the different factors that influence his career choice. (Parents, Peers, Community)	1. Discuss and report parental expectations in career choices. 2. Discusss peer pressure in career choices. 3. List the needs of the community that influence career choice.	Students Teachers	Students/Teachers Evaluation.

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CAREER PLANNING & PREPARATION Grade 9

Concept: Individuals can learn to perform adequately in a variety of occupations. Subject/Dept.

General Objective: (Info. Gath. Factors) Understand that there are many occupations which have similar performance patterns.

Behavioral Objectives	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will make a list of occupations that have similar performance patterns.	1. Interview an individual outside the family concerning his performance patterns. 2. Discussion with parents.	1. Parents 2. Local Employee	Teacher evaluates student prepared list.

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CAREER PLANNING & PREPARATION

375

Grade 9

Concept: Individuals can learn to perform adequately in a variety of occupations. Subject/Dept.

General Objective: (Info. Gath. Factors) Recognize one's own abilities and limitations and be able to relate this to present career interest.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will fill out a self-inventory questionnaire and relate the results to his present career interest.	1. Fill out questionnaire 2. Discuss individual results privately with teacher.	1. Questionnaire 2. Teacher 3. Student	Teacher/Student dual evaluation.

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CAREER PLANNING & PREPARATION

Grade 9

Concept: Individuals can learn to perform adquately in a variety of occupations.

Subject/Dept.

General Objective: (Training and Education Factors) Understand that part-time jobs can be good exploratory experiences if planned properly.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify the advantages of having a part-time job.	1. Produce a film showing the students working on part-time jobs.	1. Film-making and viewing equipment.	Teacher Students
	2. Discuss the positive factors in a part-time job depicted in the film.	Multi-Media Sets Part-Time Summer Jobs Fox Valley Technical Inst. Mobil Van	Students participation in discussion.

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CAREER PLANNING & PREPARATION

Grade 9

Concept: Individuals can learn to perform adequately in a variety of occupations.

Subject/Dept.

General Objective: (Tr. & Education Factors) Understand that new skills may be developed at any time during a person's working life.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will list factors that cause career changes.	1. Labor and industrial leaders are invited to speak on career changes and the development of new skills.	1. Library 2. Community Speakers	Teacher evaluates student prepared list.
	2. Investigate changes in careers that have been necessitated by changes in industry. (Aerospace)	Career information in high school media center.	Teacher will evaluate student prepared list.

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CAREER PLANNING & PREPARATION

Grade 9

Concept: Career development requires a continuous and sequential series of choices. Subject/Dept.

General Objective: (Tr. and Education Factors) Understand the need for careful planning of the high school program in light of tentative career plans.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify his tentative high school program in regard to his career plans.	1. Contact Guidance Counselor 2. Home-Room contact Advisor 3. Go through materials relating to his tentative career interest. Handbook (High School) Course descriptions and offerings.	1. Counselor 2. Home-Room Advisor 3. Handouts by teachers Home Room Advisors and Guidance Counselors	Guidance Counselor/ Teacher Students 1. The Counselor and the home-room advisor will evaluate through observation and discussion with the student. 2. The student will evaluate himself tentatively planning his high-school program.

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CAREER PLANNING & PREPARATION

Grade 9

Concept: Career development requires a continuous and sequential series of choices. Subject/Dept.

General Objective: (Tr. and Education Factors) Understand that careful educational plannning may shorten required training time for employment.

Behavioral Objective	Suggested Activites	Resources & Materials	Evaluation Procedures
The student will be able to detect that careful educational planning may shorten the required training for employment.	1. The students will listen to and discuss with individuals engaged in the various occupations, the importance of careful course selection.	1. Various workers, teachers and Guidance Counselor	The workers, teachers and counselor will evaluate through observation of the discussion.

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CAREER PLANNING & PREPARATION

Grade 9

Concept: Career development requires a continuous and sequential series of choices.

Subject/Dept.

General Objective: (Info. Gathering Factors) Realize that occupational information comes from many sources within and outside the school setting. Obtain a knowledge of educational and vocational information resources and how to use them.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
With the help of the teacher, students will list, examine, and learn to use various sources of occupational information both in school and in the community.	1. Compile job information files i.e. letters to colleges, businesses, visitations to businesses. 2. Examine resource materials in school and public libraries.	1. Libraries 2. Counselors 3. Business Colleges 4. Chamber of Commerce 5. List of Corporation names and addresses.	Teacher evaluate individual job file.

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CAREER PLANNING & PREPARATION **381** Grade 9

Concept: Career development requires a continuous and sequential series of choices. Subject/Dept.

General Objective: (Training and Education Factors) Gain a knowledge of the components of the decision-making process.

Behavioral Objectives	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will be able to define the components of the decision making process.	1. View filmstrips	Filmstrips: "Learning to Make Decisions" "A Job That Goes Someplace"	Teacher's observation of the understanding of the filmstrips.
	2. Discuss decision-making after the filmstrips (in the classroom)	Students	Teacher observes the students participation in group discussion.

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CAREER PLANNING & PREPARATION

Grade 9-12

Subject/Dept. Home Ec. English Soc. St.

Concept: Job characteristics and individuals must be flexible in a changing society.

General Objective: (Tr. & Educ. Factor) Recognize that changing job characteristics require specialized education, preparation and training.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should be able to list factors that have resulted in changes in parents' jobs.	Interview mother or father using questionnaire asking how their jobs have changed	Parents Class prepared questionnaire	Teacher check written lists handed in by students
Student recognizes his strengths and weaknesses in his present job potential	Make a list of how many different jobs students could handle now (Self analysis)	Student self inventory	Teacher and small group of students will discuss and evaluate lists

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CAREER PLANNING & PREPARATION

383

Grade_____

Subject/Dept. Soc. St.

Concept: Job characteristics and individuals must be flexible in a changing society.

General Objective: (Tr. & Educ. Factor) Understand the importance of assuming personal responsibility for occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will be aware that failure can result when one attempts to fill a position for which he is not temperamentally fitted.	Discuss the three common human relations mistakes that are most damaging to individuals in any occupations 1. Failure to listen 2. Underestimating others 3. Failure to report mistakes to management	How to Win Friends and Influence People Dale Carnegie (Classroom set OHS E13)	Student will make a list of occupations for which he is best suited.
The student will become aware of areas of employment which he may be psychologically suited by writing an interest inventory.	Student may take: Kuder Preference Test Strong Interest Inventory	Guidance personnel and testing devices	Students and counselor will evaluate inventory results.

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CAREER PLANNING & PREPARATION

Grade 9

Concept: Job characteristics and individuals must be flexible in a changing society. Subject/Dept. Soc. St.

General Objective: (Tr. & Educ. Factor) Recognize and accept that environmental and social changes requiring the ability to adjust.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify the interrelationship among economic social and political factors	Use multi-media set. Analyze data.	Oshkosh High School Media Center Transportation: Where Do We Go From Here? (F.V.T.I. Van)	List of past issues that have been solved and a list of future problems with possible solutions that apply towards the identified factors.
	Take a survey of students in class and determine how many of their families have moved in the last 10 years and why.	A composite of family histories	Students knowledge of family history as it pertains to the identified factors.

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CAREER PLANNING & PREPARATION

385

Grade 9

Concept: Job characteristics and individuals must be flexible in a changing society.

Subject/Dept. English, Social Studies

General Objective: (Tr. & Educ. Fac.) Recognize that jobs are modified, eliminated or created by technological and societal change.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will display an understanding of occupational change.	1. Develop the topic: "Careers - Yesterday Today and Tomorrow" Stress the reasons for change in jobs. 2. View multi-media set	Film loop: Early Ford Assembly (OHS library) Careers: Mechanics (FVTI Van) Newspapers Current magazines Multi-media set: Preparing for the Jobs in the 70's Part I & II (FVTI Mobile Van)	Student evaluates and appreciates the need for technological and societal change.

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CAREER PLANNING & PREPARATION

Grade 9

Concept: Individuals are responsible for their career planning.

Subject/Dept.

General Objective: (Tr. & Education Factors) Understand the importance of assuming personal responsibility for occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will conclude the importance of assuming responsibility of his career choice.	1. Write an essay showing his career choice.	"Decision Making" Student essay	Teacher evaluates students writing.
	2. Note pressures created by parents and peers, by discussion in classroom.	Teacher and class	Evaluate discussion of filmstrip.
	3. Film strip viewing on "Decision Making"		

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CAREER PLANNING & PREPARATION

Grade 9

Subject/Dept. English

Concept: Individuals are responsible for their career planning.

General Objective: (Inf. Gath. Fac.) Base his career plans on accurate and pertinent information.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Provided with the proper consultation and media materials, the student will become acquainted with resources available.	1. Student will read a career file of his interest in Media Center 2. Student will discuss career concern with guidance counselors 3. Student will view and listen to materials in FVTI career van	CHS Media Center CHS Guidance Office FVTI Career Van	Students will indicate on a chart the materials used at each resource area.

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CAREER PLANNING & PREPARATION

Grade 9

Concept: Individuals are responsible for their career planning.

Subject/Dept. English

General Objective: (Struc. & Nature Factor) Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
By having students examine their future life style they will be able to discover what involvement will be expected of them to attain these goals.	1. Students write composition Topic: Ten years from now I will have..... This activity followed by having students analyze their wants and list what they will have to do academically and vocationally to obtain this future life style. 2. Presentation by students from "Capstone" courses relating the need for developing a career plan.	Students	Analysis of composition and lists

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CAREER PLANNING & PREPARATION

Grade 9

Subject/Dept. All areas

Concept: Individuals are responsible for their career planning.

General Objective: (Struc. & Nature Factor) Recognize that there is a line of advancement which requires personal adjustment.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will be able to distinguisn positive and negative attitudes pertaining to high school and employment conditions.	1. Students will prepare a list of work habits, and identify them as being negative or positive.	Teacher guidance	Analysis of the list of habits.
	2. Students make a self evaluation of their work habits as they relate to the prepared list.	Prepared list of work habits. Evaluation form.	Examination of student evaluation to determine whether the students have been honest with themselves.

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CAREER PLANNING & PREPARATION

Grade 9

Concept: Individuals are responsible for their career planning.

Subject/Dept.

General Objective: (Tr. and Education Factors) Understand that personal decisions (career) are of a developmental nature.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify the changes that have taken place concerning his career choice.	Students will construct a collage or bulletin board of different job activities showing a progression of changes.	Students Newspapers, magazines, etc.	Observation of student participation and visual materials.

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CAREER PLANNING & PREPARATION

391

Grade 9

Subject/Dept. English

Concept: Individuals are responsible for their career planning.

General Objective: (Tr. & Educ. Factor) Understand that personal decisions (career) are of a developmental nature.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will recognize that choosing a career is a developmental process. As students develop through training and education, their interests change, and the students should be aware their interests will continue to change.	On paper, the students will identify their first career objectives they have made, up to their present status.	Students	Observation of wide variety of occupational interests listed.

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Grade 10

SELF

Grade 10

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept. Social Studies, English, or other required course

General Objective: Appraise and accept his own abilities, interests, attitudes and values.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through a combination of discovery experiences, e. g. testing, personal satisfactions, hobbies, self analysis, attitudes, values, success in classes, etc. the students will be able to identify specific personal aspects about themselves.	Teacher selects a combination of identified materials for class presentations or original activities that will attain similar goals. Have the class prepare a report on their personal aspects and indicate the resources that were utilized.	State Guide References under Self: Titles: Choosing Your Career Guidance & Occupations Your Career Selection Guide Turn Yourself On - Goal Planning for Success Keys to Vocational Decisions Charting Your Job Future Let's Explore Your Career Guidance Dept. OHS Media Center	Ability of students to discuss their personal attributes Reaction of student towards activities Student interpretation on whether or not the activities were broad enough to give them the skill to satisfy stated objective.

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SELF

394

Grade 10

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept. Soc. St., Eng. or other required course

General Objective: Organize self-appraisal information into categories of strengths and limitations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After the students have identified specific personal aspects about themselves, they will be able to analyze and categorize their strengths and weaknesses.	Have the student prepare a report on his strengths and weaknesses. Arrange to have personal interviews with students to consolidate their reports and to assist them with individual concerns.	Teacher Counselors Lay people	Ability of students to analyze and categorize their strengths and weaknesses

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SELF

Grade 10

Concept: Persons need to be recongnized as having dignity and worth.

Subject/Dept. All areas where applicable

General Objective: Respect a person's right to choose an occupation.
Respect a person's occupational choice.

Behavioral Objective	Suggested Activities	Resource & Materials	Evaluation Procedures
Recognize that an individual's career choice is worthy of respect.	Encourage class discussion regarding dignity of various jobs.	Literature books Magazines	Teacher evaluates discussions
	Point out examples of dignity in current literature history and in the local community.	Newspapers Brochures	

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SELF

Grade 10

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Understand that people can achieve dignity and worth by work.

Subject/Dept. English and any other area applicable

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Recognize that all work is honorable and has dignity and worth of its own.	Make scrapbooks using illustrations to show people who are proud of the job they are doing.	Magazines newspapers	Check scrapbooks
	Read and report on people who have made their profession noteworthy.	Readers' Digest "Most Unforgetable People" Series	Teacher evaluation of reports

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SELF

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Establish positive regards toward oneself.

Grade 10

Subject/Dept.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Recognize his own worth.	Make a list of personal assets and liabilities	None	Evaluate relevancy of lists
	Take the list of personal liabilities and restructure each liability, listing ways to compensate for each.	Previously prepared list of personal assets and liabilities	Evaluate the relevancy of lists

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SELF

Grade 10

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Appreciate that people bring dignity and worth to their jobs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Recognize that dignity and worth is important to an individual.	1. View 8mm film loops on careers	8mm film loops on careers	Teacher and student evaluation
	2. Write down one's ideas on what worthwhile aspects the individual has to contribute to his position.	Students in an on-the-job training program	Student evaluation
	Listen to student speakers describing their on-the-job training position in regard to what self fulfillment they meet in their job.		

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SELF

Grade 10

Concept: Work means different things to different people.

Subject/Dept.

General Objective: Recognize and accept that work has potential for personal and/or financial rewards.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will evaluate a biography in terms of personal and financial rewards perceived from it.	Read a biography and report to class.	Biographies of successful people.	Group discussion of evaluation.

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SELF

400

Grade 10

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Appreciate that individual and social needs can be met through work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Will determine that individual and social needs can be met through work.	1. Class construction of a chart identifying personal and social needs.	1. Psychology resources in library and media center.	Student evaluation
	2. Student personal inventory.	2. Kuder Personal Profile or Sextant Personal Profile.	Teacher evaluation of test.
	3. Student reports to class on their own participation in community volunteer activities.	3. School and Community volunteer programs.	Group discussion.

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SELF

Grade 10

Concept: Work means different things to different people.

Subject/Date

General Objective: Understand that one's job or occupation can be related to leisure time activities. (Rev.)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will summarize use of leisure time.	1 a. Bulletin board comparing structured and unstructured time.		Student will evaluate
	1 b. Analyze unstructured time.		
	2. Exploration of local leisure time activities, through guest resource people.	Representatives of Boy Scouts, YMCA, Recreation Dept.	

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SELF

Grade 10

Subject/Dept.

Concept: Individuals differ in their interests, abilities, attitudes and values.

General Objective: Formulate job expectations that are consistent with his personal attributes.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Identifies his personal traits that are appropriate for vocational choices.	1. Kuder or Sextant test.	Kuder - Sextant	self- evaluation
	2. To explore personal attributes through a career game.	Career Game - SRA	

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SELF

Grade 10

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Accept the uniqueness of other individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will distinquish that other individuals have uniqueness.	Filmstrips and group discussion.	Dare to be Different. Pt.I & II Guidance Associates	Group discussion.

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SELF

Grade 10

Concept: Environment and individual potential interact to influence career development.

Subject/Dept.

General Objective: Recognize and accept the influence of many factors on career development.(Peers, family, significant adults, community, geography, economics, etc.)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify influences of many factors on Career Development.	1. Interview 3 employed persons who can illustrate different factors that determine their present employment.	Acquaintances	Student Evaluation
	2. Assemble bulletin board display illustrating a variety of traits and choices of individuals interviewed.		Teacher Evaluation

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SELF

Grade 10

Concept: Environment and individual potential interact to influence career

Subject/Dept.

General Objective: Accept the necessity for compromise between societal and individual needs in career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize self needs in terms of career development.	Panel discussion of personal needs to be met by a career.		Student evaluation
	Write an essay of his own needs.	Student	Teacher evaluation

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SELF

Grade 10

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: Understand that career planning has an effect on one's life style.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify possible benefits of work.	Class discussion on benefits of working.		Teacher/Student evaluation.
	Class project - Audio Visual project on the outcomes of work.	Audio Visual Materials: (films, slides, etc.)	

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SELF

407

Grade 10

Subject/Dept.

Concept: Individuals are responsible for their career planning.

General Objective: (revised) Utilize resources available for career planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify resources available to progress towards his career goal.	Research all material available for career planning. Present resources in form of a media project.	Magazines, Occupational Outlook Handbook, interviews, Want Ads, Sextant Series	Teacher evaluation.

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SELF

Grade 10

Subject/Dept. (probably) English

Concept: Individuals are responsible for their career planning.

General Objective: Determine and pursue educational and/or occupational plans.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Provided with the opportunity to examine his desired life-style, the student will recognize the need to establish a tentative sequence of planning in order to attain this goal.	1. Students will list as many potential jobs that will provide them the means to achieve their desired life-style	Student	Teacher will decide if the students have chosen a realistic goal, and if they have successfully gathered pertinent information about their career choice.
	2. Students should keep in mind their own personality and evaluate their lists to decide which of the jobs on the list are actually realistic for them.	Student	
	3. Student will provide himself with more data about the area he has chosen.	Media Center FVTI Career Van Relatives, neighbors and friends	

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WORK WORLD

409

Grade 10 only

Subject/Dept English, Soc. Studies

Concept: Occupations exist for a purpose.

General Objective: (Social-Econ., Pol Factors) Understand the basic concepts of production, distribution and consumption as they relate to jobs in the economic structure.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Understand that jobs may provide an individual with satisfaction through vocational and other activities.	1. Students will list jobs and identify vocational activities that could develop from each.	Students	Observation of list
	2. Students report personal knowledge of people who use their occupation in their vocational persuits (Discussion)	Students	Observation of discussion

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WORK WORLD

Grade 10

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objectives: (Indiv. Psych. Factors) Understand work as a means for fulfilling personal needs through avocational or other activities.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will analyze the vocational or other activities of the job to see if they fit his personal needs.	Make a list of personal needs.	Student	Student/Counselor
	View filmstrip to determine activities of job selection.	"Build a Better life"	Discussion of film.

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410

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WORK WORLD

411

Grade 10

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Ind. Psych. Factors) Understand that work has intrinsic value such as satisfaction from achievement and personal recognition as having worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Make a list of the intrinsic values an individual should receive from his job.	Make a list	Psychology teacher Library	Student
	Class discussion	Class	Teacher and student evaluate discussion.

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WORK WORLD

Grade 10

Concept: Occupations exist for a purpose

Subject/Dept.

General Objective: (Structure & Nature Factors) Recognize that specialization has created an interdependency of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through viewing filmstrips students will conclude that specialization creates an interdependency of occupations.	Students will view filmstrips.	"Planning for Jobs in the 70's Parts I and II FVTI Van	Teacher will evaluate the discussion of filmstrips.

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WORK WORLD

Grade 10

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objective: (Structure and Nature Factors) Recognize that many occupations contribute to an end product.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaulation Procedures
The student will conclude that many occupations contribute to the final product.	Student should tour a manufacturing plant. (Oshkosh Motor Truck, Leach Co., etc.)	Manufacturing plants	Student and teacher will discuss the results of the visit.

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WORK WORLD

Grade 10

Concept: There is a wide variety of occupations which may be classified in several ways.

Subject/Dept. English

General Objective: (Struc. & Nat. Fac.) Recognize that careers usually develop within job families.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Recognize that careers develop within job families.	Interview a number of employed persons, determine how many jobs they have held and if they focus around a single job family.	People to interview	Evaluate the results of the survey.

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WORK WORLD

415 Grade 10

Subject/Dept.

Concept: There is a wide variety of occupations which may be classified in several ways.

General Objective: (Struc. & Nat. Fac.) Recognize the different methods of classifying occupations; i.e. occupational clusters, industry, geographic factors, natural resources, economic factors, and trends.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Recognize occupations fall into major categories.	Student evaluation of a preference test List as many occupations as possible under Kuder main headings.	Kuder Preference Test	Compare results with material provided with test.

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WORK WORLD

Grade 10

Concept: There is a wide variety of occupations which may be classified in several ways.

Subject/Dept. Any area applicable

General Objective: (Str. & Nat. Factor) Understand that occupations are people/idea/thing oriented.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Recognize that occupations are people, ideas and thing oriented.	Take test Discuss student jobs - reasons for liking, disliking	Kuder Preference Interest Survey	Teacher-student evaluation of results Student participation

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WORK WORLD

417

Grade 10

Subject/Dept.

Concept: Work means different things to different people.

General Objective: (Ind. Psych. Factors) Recognize that people work for different reasons and receive different rewards.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will conclude that work involves different rewards for the individual.	Students will check with various teachers and compare extra curricular and classroom work.	Students and Teachers	Evaluate student findings.

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WORK WORLD

Grade 10

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Structure & Nature Factors) Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will predict possible future occupations growing out of individual school courses.	1. Class discussion-Career development value of the course.	Students	
	2. Bulletin Board on careers related to the course.	Old magazines, etc.	Teacher evaluation

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WORK WORLD

419

Grade 10

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Structure and Nature Factors) Understand that demands for certain professional, technical, skilled and service occupations are increasing.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Relate education or training to future employment opportunities.	Filmstrip and discussion "Preparing for Jobs of the 70's" (GA)		
	Panel discussion on particular areas of employment where need for workers are increasing.	Resource people from community.	Teacher and student evaluation.

421

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WORK WORLD

Grade 10

Concept: Education and work are interrelated.

Subject/Dept. _____

General Objective: (Social-Economic-Political Factors) Understand career opportunities in relation to availability of training.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will list local educational and on the job training programs.	Organize all educational and on-the-job training programs in the area.		Teacher Evaluation.

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WORK WORLD

421 Grade 10

Concept: Occupational supply and demand have an impact on career planning. Subject/Dept.

General Objective: (Social-Econ.-Political Factors) Understand that production, distribution, and consumption relate to jobs and the encomic structure.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will conclude that production, distribution, and consumption relate to jobs and particular economic structure.	1. View film "Anatomy of Free Enterprise" 2. Class discussion of film.	"Anatomy of Free Enterprise"	Teacher evaluation of class discussion through objective test.

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WORK WORLD

Grade 10

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept.

General Objective: (Social-Economic-Political Factors) Take into account the extent to which technological change may affect employment opportunities and task requirements of various occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will analyze the extent to which technological change affects employment opportunities.	View filmstrip -- record and discuss.	"Planning for Jobs in the 70's" (Part I and Part II)	Teacher evaluation of class participation.

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Grade 10

Subject/Dept.

Concept: Job specialization creates interdependency.

General Objective: (Structure and Nature Factors) Understand the need for cooperation among workers.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through viewing a film, students will conclude that a great deal of cooperation must exist among workers	View film and discuss.	Film: "It Takes Everybody To Build This Land" (U. Minn.)	Evaluate discussion.

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WORK WORLD

Grade 10

Concept: Job speicalization creates interpendency.

Subject/Dept.

General Objective: (Structure and Nature Factors) Understand and appreciate the need for cooperation between Employees and employers.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will list the advantages to be gained from employer-employee cooperation.	Students will list advantages and discuss these points and show examples of what can happen when such a relationship does not exist.	Students - Teacher	The teacher will evaluate the discussion.

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WORK WORLD

Grade 10

Subject/Dept.

Concept: Job specialization creates interdependency.

General Objective: (Structure and Nature Factors) Understand that specialization is a process of continuous scientific and technological advances.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will conclude that specialization should parallel scientific and technological advances.	Teacher will show film: "Technological Development" and discuss with the students.	Film	Teacher will test the students on the film.

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WORK WORLD

Grade 10

Concept: Environment and individuals potential interact to influence career development. (Ind. Psychological Factors)

Subject/Dept.

General Objective: Understand that sex, race, creed, and socio-economic background affect career choices.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The students will analyze how race, sex, creed and socio-economic background affect career choices.	1. View film and discuss contents.	"Social Class in America" McGraw-Hill	Teacher and student evaluate film and discussion.
	2. Give examples of how race, sex, creed, and other factors (not listed in film) affect career choices.		

428

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WORK WORLD

Grade 10

Concept: Environment and individuals potential interact to influence career development.

Subject/Dept.

General Objective: (Individual Psych. Factors) Understand and accept that individual ability will determine in part the level of attainment in a given career area.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will conclude that individual ability will effect the level of attainment as it relates to his own career goals.	View and discuss film: "Personal Qualities For Job Success"	Film: "Personal Qualities For Job Success"	Evaluate discussion

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WORK WORLD

Grade 10

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (Indiv.Psych. Factors) Understand that there is a relationship between job satisfaction and mental health.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through viewing a film, students will determine that there is a relationship between job satisfaction and mental health.	1 -- View film	Film: "Jobs In The World Of Work"	Evaluate discussion

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WORK WORLD

Grade 10

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: (Social-Econ.-Political Factors) Understand that leisure time and avocational activities can complement work as a means of self expression.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will relate leisure time and avocational activities to his occupation and how they can complement his work.	1. List jobs that may be related to your' hobbies. 2. Make a poster connecting your hobbies with an occupation.		group discussion

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WORK WORLD

Grade 10

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (Social-Economic-Political Factors) Understand that career will determine friends, associates, and status in community.

Behavioral Objective	SuggestedActivities	Resources & Materials	Evaluation Procedures
The student will relate occupations to friendship patterns.	Self-analysis, showing how his activities and future goals may affect his choice of friends.		Student - Teacher

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WORK WORLD

431

Grade 10

Subject/Dept.

Concept: Various groups and institutions influence the nature and structure of work.

General Objective: (Social-Econ.-Pol. Factors) Understand that labor-managment, government and public dynamics act to influence the nature and structure of work. Understand the direct and indirect influence exerted upon the nature and structure of work by (a) laws, (b) labor-management, (c) professional associations, and (d) licensing requirements.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures.
Students will be able to make a list of organizations and institutions which affect the world of work.	Students interview union leaders, supervisors and employees from various industries and businesses.	Associated Industries Chamber of Commerce Union Leaders Employees Supervisors.	Teacher evaluation.

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WORK WORLD

Grade 10

Concept: Various groups and institutions influence the nature and structure of work.

Subject/Dept.

General Objective: Understand that conditions created by organized groups and institutions affect the world of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using resource personnel available, the student should list the affect groups and institutions have on the world of work.	Invite representatives from labor and management to discuss how negotiable items affect working conditions.	Management personnel Union personnel	Teacher evaluation of list.

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WORK WORLD

Grade 10

Concept: Job characteristics and individuals must be flexible in a changing society.

Subject/Dept. all areas

General Objective: (Struc. & Nat.) Understand that conditions in the work world affect groups and institutions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Recognize that there is a line of advancement which requires personal adjustment	Develop a graph listing my skills and jobs that use my skills Develop a graph listing my favorite jobs and personal adjustments I must make to gain promotion in this job.	Multi-media kit What You Should Know Before You Go to Work Part I FVTI Mobile Van	Use graphs
Recognize that a person moves up a job ladder in his career	Select job area and research future. Report to class	Books, movies (BAVI catalog)	Reports evaluated by teacher.

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WORK WORLD

Grade 10

Subject/Dept. All areas where applicable

Concept: Job characteristics and individuals must be flexible in a changing society.

General Objective: (Struc. & Nat.) Understand that job obsolescence and job promotion requires worker retraining.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Recognize the need for retraining due to job obsolescence.	Develop two graphs: 1. Social, educational and cultural consequences of automation. 2. Industrial and economical consequences of automation.	Book: Automation Walter Buckingham	List jobs that are obsolete due to technological development.
Recognize the relevancy of the courses he is taking.	Evaluate student curriculum as to relevancy in thw world of work	Course curriculum Teacher as resource person	Does the student understand why he is taking his courses?

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CAREER PLANNING & PREPARATION

435

Grade 10

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: Know where and how to apply for jobs. (Training and Education Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will learn procedure for job applications.	Mock interview with students and personnel managers.	Personnel managers from community.	Personnel managers review interview.
	Use multi-media set (applying for a job)	FVTI Utility Van.	Teacher-student discussion.

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CAREER PLANNING AND PREPARATION

Grade 10

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: Analyze the relationships between learning and earning through on-the-job experiences. (Training & Education Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The students will attend presentation to coop program.	Large group presentation.	Coop Coordinator Mr. Marg.	Coop Coordinator Mr. Marg. (audience responses)

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CAREER PLANNING & PREPARATION

Grade 10

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: Accept the concept of continuous education and training for enhancing and effecting one's career development potential. (Training and Education Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will explore various job qualifications and outline these jobs potential and requirements.	1. Occupational films, filmstrips FVTI-Van	1. FVTI - Van	1. Students viewing AV Material.
	2. Outline their career possibility	2. Students writing	2. Teacher evaluates student outlines.
	3. Chronicle Career Kit (Media Center) Explore their own course of study.	3. Media Center.	

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CAREER PLANNING & PREPARATION

Grade 10

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept.

General Objective: Recognize that technological change may affect employment opportunities and task requirements of various occupations. (Information Gathering Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will discuss how technological changes may affect employment opportunities and task requirements.	1. Discussion with parents, friends, relatives on job change.	Parents Friends Relatives	Teacher evaluates participation in group.

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CAREER PLANNING & PREPARATION

Grade 10

Subject/Dept.

Concept: Occupational supply and demand has an impact on career planning.

General Objective: Become familiar with employment trends and plan accordingly. (Information Gathering Factor)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will plan his future course for study according to the current employment trends.	1. Write a tentative "five-year plan" of his future plans.	1. Personal Ambitions 2. Library 3. Teacher	Teachers Counselors

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CAREER PLANNING & PREPARATION

Grade 10

Concept: Environment and individual potential interact to influence career development.

Subject/Dept.

General Objective: (Family, Peer, and Community Factors) Recognize and accept that his career choice may be influenced by job opportunities in his geographic area.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will itemize geographical factors that influence business and industry in a community.	1. Write a list of the physical factors in a community that are important to business growth.	1. Geography text books. 2. Library	Teacher will evaluate itemized lists of factors.

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CAREER PLANNING & PREPARATION

Grade 9

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: (Family, Peer, and Community Factor) Evaluate career expectations others have for you and how these expectations affect your career plans.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The students will discuss parental career expectations.	In a role-playing situation, students will assume the roles of their parents demonstrating parental expectations on career plans. Small group discussion pertaining to the student's understanding of parent expectations.	Students/Parents	Teacher and Students observation of student participation in role-playing situation. Evaluate students participation in discussion.

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CAREER PLANNING & PREPARATION

Grade 10

Concept: Individuals can learn to perform adequately in a variety of occupations.

Subject/Dept.

General Objective: (Tr. & Education Factors) Recognizes career horizons through participation in simulated activities and work situations.

Behavioral Objectives	Suggested Activities	Resources & Materials	Evaluation Procedures
The students will use role-playing situations to show career opportunities.	Role Playing	Students View various career and occupational material in High School Media Center or Oshkosh Public Library.	Teacher Evaluation
Students will take part in a simulation career game.	Students play the career game.	Career Development Lab., Educational Progress Corp.	Students participation in game.

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CAREER PLANNING & PREPARATION

443 Grade 10

Concept: Individuals can learn to perform adequately in a variety of occupations. Subject/Dept.

General Objective: Realize that within a given career area there is a wide range of opportunity to meet the needs of many types of individuals. (Tr. and Education Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify his career interest through the testing program.	1. Use Kuder General Interest Survey, Form E.	1. Kuder General Interest Survey, Form E	Guidance Counselor
	2. Go to the Dictionary of Occupational Titles.	2. Go to the Dictionary of Occupational Titles.	Guidance Counselor

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CAREER PLANNING & PREPARATION

Grade 10

Concept: Job characteristics are and individuals must be flexible in a changing society.

Subject/Dept. Commercial - Business Education

General Objective: (Training and Ed. Factors) Recognize and accept that enviromental and social changes requiring the ability to adjust.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Awareness of salary deductions.	Stimulate discussion on how salaries are determined.	Sample payroll form.	Student fills out sample W-2 form
	List items deducted from gross salary	Chalkboard demonstration.	
Realize that in selecting an occupation, fringe benefits and working conditions are as important as wages.	a) Federal income and State tax b) Social security	Sample W-2 form	Identification of benefits and working conditions as illustrated in skits.
	Create a skit showing a person discussing benefits received with his company.	Company brochures collected in portfolio by students.	
	Create a skit with persons replaying the roles of employer, employee in a job interview.		

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CAREER PLANNING & PREPARATION

Grade 10

Subject/Dept Social Studies

Concept: Job characteristics are and individuals must be flexible in a changing society.

General Objective: Recognize that jobs are modified, eliminated, or created by technological and societal change.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Demonstrate that jobs are modified, eliminated or created by technological and societal change.	Independent use of AV materials	OHS Media Center Film Loop: Early Ford Assembly	Instructor evaluation of essay.
	Committee resource speaker (Wis. State Employment Office)	Speaker	Instructor evaluation of essay.

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CAREER PLANNING & PREPARATION

Grade 10

Subject/Dept. Bus. Ed., Food Service, Effective Speech

Concept: Job characteristics are and individuals must be flexible in a changing society.

General Objective: (Training and Ed. Factors) Understand the importance of assuming personal responsibility for occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Understands the typical on-the-job conflicts, upon entering the work world.	Multi-Media Set Small group discussion of thematic material.	Multi-Media Set: Trouble At Work (OHS Media Center) Film? What company produced it? When? Discussion question found in packet guide, pages 12-15.	The teacher will use the guide questions to draw out attitudes toward work conflicts.
Understands the typical on-the-job conflicts, upon entering the work world.	Role playing	Use Multi-Media Guide Book, page 16	Teacher can determine the degree of sensitivity the student has achieved by his participation in the role playing.

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CAREER PLANNING AND PREPARATION

Grade 10 428

Subject/Dept English

Concept: Job characteristics are and individuals must be flexible in a changing society

General Objective: (Tr. & Educ. Factor) Recognize that changing job characteristics requires specialized education, preparation and training.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Recognize job characteristics in order to project changes into the future.	Have student write theme: "What I Think the Job World Will Be Like Thirty Years From Now."	Automation and Technical Change, The American Assembly 1962 The Automation Age, Arnold, Pauline The Automated Slate; Computer Systems as a New Force in Society, McBride, Robt. 1967 Dev. of Robots, Ross, Frank, 1950	Write an essay
Recognize the need for the flexibility in career preparation.	Prepare for a debate; SSS	Book: The SSS Here It Comes Ready or Not, Wiggins, Don, 1968 Reader's Guide All sources in high school library	Teacher evaluations of pros and cons presented in debate.

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CAREER PLANNING & PREPARATION

Grade 10

Concept: Career development requires a continuous and sequential series of choices. Subject/Dept.

General Objective: (Info. Gathering Factors) Identify and utilize systematically only valid sources of occupation information.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will visit locations of valid sources of occupational information.	Counselor will take student on a tour of occupational information facilities and explain their use.	1. Guidance office 2. Library 3. Media Center	Test on location and types of occupational information.

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CAREER PLANNING & PREPARATION

Grade 10

Subject/Dept.

Concept: Career development requires a continuous and sequential series of choices.

General Objective: (Info. Gath. Factors) Identify and comprehend factors which may have relevance for one's career decisions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will identify factors which are important in making a career decision.	1. Kuder Interest Survey Test (10th grade only) 2. List factors to consider in a specific job.	1. Kuder - General Interest Survey, Form E. 2. "Chronicle Career Kit"	Teacher evaluates student list.

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CAREER PLANNING & PREPARATION

Grade 10

Concept: Career development requires a continuous and sequential series of choices. Subject/Dept.

General Objective: (Info. Gath. Factors) Understand that each decision one makes may have important implications for future decisions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will conclude that present career decisions often have important consequences for future career decisions.	1. Students will view and discuss films and filmstrips.	1. Filmstrips: "Choosing Your Career" "Interests Pay Off" 2. Counselor	Teacher Evaluates discussion Counselor evaluation of student interest.

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CAREER PLANNING & PREPARATION

451

Grade 10

Subject/Dept.

Concept: Career development requires a continuous and sequential series of choices.

General Objective: (Tr. and Education Factors) Understand that new jobs usually develop within occupational clusters.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will list various occupations in the career area he has interest in.	Student will construct a "job cluster" for a given career.	1. "Occupational Exploration Kit" 2. Chronicle Career Kit 3. Library	Teacher evaluates job cluster.

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CAREER PLANNING & PREPARATION

Grade 10

Concept: Career development requires a continuous and sequential series of choices.

Subject/Dept.

General Objective: (Tr. & Education Factors) Understand that educational decisions may have an important impact on career opportunities available to an individual.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will list the educational decisions that might have an impact on available career opportunities.	Student will systemize his program in the general direction of his career choice.	1 - Counselor 2 - Advisor 3 - Student course of study. 4 - Parents	Evaluation of student's program.

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CAREER PLANNING AND PREPARATION

453

Grade 10

Subject/Dept.

Concept: Career development requires a continuous and sequential series of choices.

General Objective: (Tr. and Education Factors) Realize that many occupations offer a series of advancement opportunities.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will become familiar with advancement opportunities in a given occupation.	Student will examine sources of infomation for career advancement opportunities in library.	Students personal experiences Chronicle Career Kit	Students and teachers evaluation of discussion.

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CAREER PLANNING & PREPARATION

Grade 10

Concept: Individuals are responsible for their career planning.

Subject/Dept. English

General Objective: (Information gathering factors) Base his career plans on accurate and pertinent information.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given the proper consultation and media materials, be able to apply, through written or oral reports, the materials used to make a tentative career objective.	Class visitation of career van and Media Center. Divide class into two groups. Each group visit both places at alternate times. Students will write or present verbally some aspect about a career that they were not aware of before	FVTI Career Van OHS Media Center	Written or oral reports observed by teacher.

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CAREER PLANNING & PREPARATION

Grade 10

Concept: Individuals are responsible for their career planning.

Subject/Dept.

General Objective: (Information Gathering Factors) Understand the relationship between high school courses and activities within the world of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will relate his high school courses and activities to the world of work.	Field trip to industry. Speakers from various occupations. Class discussion on filmstrip, speakers, field trip. Sextant Series, on careers.	Filmstrip: "High School Course Selection and Your Career"	Teacher evaluates class discussion.

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CAREER PLANNING AND PREPARATION

Grade 10

Concept: Individuals are responsible for their career planning.

Subject/Dept.

General Objective: (Info. Gathering Factors) Understand the relationship between personal attitudes in high school and employability.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will be able to correlate personal attitudes in school with employment.	View filmstrip, records and films Class discussion of films and filmstrips.	"Getting A Job" #1-4 FVTI Van "Trouble at Work" #220 Media Center	Teacher evaluation of class participation in discussion.

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CAREER PLANNING AND PREPARATION

457

Grade 10

Concept: Individuals are responsible for their career planning.

Subject/Dept.

General Objective: (Social-Economic-Political Factors) Understand that a person may satisfy his social-economic-political needs through an occupation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After viewing and discussing film the students will list several facets that are necessary for job satisfaction. (i.e. Social-economic-political.)	View film	1. Film: "Building a Better Life" 2. Students	Evaluate discussion and students' list.

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CAREER PLANNING & PREPARATION

Grade 10

Concept: Individuals are responsible for their career planning.

Subject/Dept All areas

General Objective: (Sturc. & Nat. Factor) Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Demonstrates through discussion the relationship of classroom experiences to job situations Provided with the need for career planning the student will be able to recognize the importance of classroom experiences to job situations.	1. View movie: Dropout: The Road to Nowhere 2. Presentation of teachers from different areas to show the interrelationship of discipline as they apply to career planning	Dropout: The Road to Nowhere Available in FVTI career van Other teachers	Observation of discussion Observation of discussion

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CAREER PLANNING & PREPARATION

Grade 10

Subject/Dept. Bus. Ed. English

Concept: Individuals are responsible for their career planning.

General Objective: (Struc. & Nat. Factor) Recognize that there is a line of advancement which requires personal adjustment.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After role playing and presentation from personnel manager, students will recognize the value of positive attitudes pertaining to school employee conditions.	Role playing -- "bosses shoes" "teachers shoes"	Students	Observation of student attitudes and possible behavioral changes in the classroom.
	Visit from local personnel manager to emphasize why people lose their jobs and who gets the promotions.	Local industry personnel manager, superviors, etc.	

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CAREER PLANNING AND PREPARATION

Concept: Individuals are responsible for their career planning.

General Objective: (Tr. & Ed. Fac.) Understand that personal decisions (career) are of a developmental nature.

Grade 10 (Drop after this year)

Subject/Dept. English

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Interprets the developmental nature of job choices by examining present job preferences in relationship to their hobbies, since an individual's first job inkling is frequently an outgrowth of leisure time activity.	Students will list jobs they are now considering, giving reasons for being interested in these particular areas. Students should attempt to find some connection between their job choices and their hobbies and interests.	Students	Observation of lists

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GRADE 11

SELF

Grade 11

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept. Social Studies

General Objective: Appraise and accept his own abilities, interests, attitudes and values.
Organize self-appraisal information into categories of strengths and limitations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
See Grade 10 Treatment			
Based upon previous students' self-prepared personal attributes in terms of abilities, interests, attitudes, and values, they will be able to determine their present status and qualifications.	Have the students update their individual personal attributes from grade 10. Have the students complete personal profile form as constructed by Sextant.	See reference list of FVTI Career Van Sextant Series 16 volumes and personal profile forms	Student involvement and ability to complete assignment.
By completing a personal profile form, they will be able to compare their competencies to specific job implications.	Have the students prepare a list of personal objectives that would broaden and improve their personal perspective	See State Career Development Guide for suggested materials Media Center Guidance Department	

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SELF

463 Grade 11

Subject/Dept. English, Effective Speech, Dramatics

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Respect a person's occupational choice.
Respect a person's right to choose an occupation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that any individual's choice of career is worthy of respect.	Write a theme entitled "My Right to Choose any Occupation"		Teacher evaluation of themes and skit.
	Students write and produce an original skit emphasizing a variety of jobs and the worth, need, and dignity that can be found in each.	Costumes Script	

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SELF

Grade 11

Concept: Persons needs to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Understand that people can achieve dignity and worth by work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that all work is honorable and has dignity and worth of its own.	1. Audio-Visual material that demonstrates satisfaction with particular jobs.	Film: "Build A Better Life" Home Buildrs. Assoc.	1. Self evaluation by the student.
	2. Collect advertising materials that portray job satisfaction.	Job representatives	2. Teacher evaluation.
	3. Local speakers on job satisfaction.		

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SELF

Grade 11

Concept: Persons need to be recognized as having dignity and worth **465**

Subject/Dept.

General Objective: Establish positive regards toward oneself.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will recognize his own worth.	Develop the topic "What do I have to offer?"	None	Self evaluation
	Write a paper on "My hobby is...." and my reason for my interest in this hobby is.....	None	

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SELF

Grade 11

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Appreciate that people bring dignity and worth to their jobs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that people bring dignity and worth to their jobs.	Match a list of famous people's names to a list of occupations.	List of famous people List of occupations	Evaluate the correctness of choice
	Make a list of famous people who have brought discredit to their occupation.	Library resources	Evaluate selection of choices

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SELF

467

Grade 11

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Recognize and accept that work has potential for personal and/or financial rewards.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will compare personal benefits received from different jobs.	Student would make a chart showing personal satisfaction the person gets from various jobs. After completion of the chart small group discussion will follow.	Interview workers. Tapes-Vocational Interview tapes (by Fox Valley and Guidance Associates) Vocational films FVTI Mobile Van	Teacher evaluation of chart and group discussion.

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SELF

Concept: Work means different things to different people.

Grade 11

Subject/Dept.

General Objective: Appreciate that individual and social needs can be met through work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Will determine that his own individual and social needs can be met through volunteer activities	1. Construct an AV demonstration showing community activities that satisfy the volunteer's own needs. 2. Student personal inventory. 3. Student involvement in school and community volunteer work.	1. United Fund agencies, Chamber of Commerce. 2. Sextant Profile, Super Profile 3. School and community volunteer programs	Teacher evaluation of test. Student observation

420

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SELF

469

Grade 11

Subject/Dept.

Concept: Work means different things to different people.

General Objective: (rev.) Understand that one's job or occupation can be related to leisure time Activities.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will determine how an occupation related to leisure activity.	1. Speakers whose jobs are related to personal interests or hobbies.	Employed in community	Group discussion students
	2. Poster displays connecting hobbies to work.	General Electric Posters	
	3. Film Loop on spending leisure time.	Film Loop- "Leisure Services" Fairchild Moviepak industrial products	

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SELF

Grade 11

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Formulate job expectations that are consistent with his personal attributes.

Behavioral Objectives	Suggested Activities	Resources & Materials	Evaulation Procedures
Appraises personal attributes in terms of possible employment.	Group analysis of your personal attributes.	Sizing Up Your Vocational Fitness.	Group self-evaluation.

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SELF

471

Grade 11

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Accept the uniqueness of other individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify differences in race and cultures.	Film	"Eye of the Beholder" University-Oshkosh	Student Evaluation

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SELF

Grade 11

Concept: Environment and individual potential interact to influence career development.

Subject/Dept.

General Objective: Recognize and accept the influences of many factors on career development. (peers, family, significant adults, community, geography, economics, etc.)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify influences of many factors on career development.	1. Panel discussion by employed graduates of the school, on factors that influenced their career choice.	High School Graduates	Group discussion
	2. Class Survey of Local Community Level Jobs for part-time work.	Community	Student evaluation
	3. Mock interview with employer.	Class	Student evaluation

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SELF

473

Grade 11

Concept: Environment and individual potential interact to influence career development.

Subject/Dept.

General Objective: Accept the necessity for compromise between societal and individual needs in career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will distinguish societal needs in career development.	Research paper on occupational outlook.	W.S.E.S. Career files	Teacher evaluation.

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SELF

Grade 11

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: Understand the outcomes of work (status, economic benefits, and security.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will predict outcomes of his own career planning.	Research occupational outlook of career planning.	Occupations files	Teacher and student evaluation.

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SELF

Grade 11

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (revised) Understand that career choice and one's life style are interrelated.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will generalize the interrelationship between career choice and life style.	1. Tape a self-analysis showing how your life style and school involvement are interrelated.	Tape Recorder	Student and Teacher interaction.
	2. Filmstrip and record.	"Liking Your Job And Your Life" Guidance Associates.	

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SELF

Grade 11

Concept: Individuals are responsible for their career planning.

Subject/Dept.

General Objective: (revised) Utilize resources available for Career Planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will select resources available to progress towards his career goal.	1. Select materials for his individual career planning.	Career materials in library.	Teacher evaluation Student evaluation
	2. Accumulates data covering his current career plan.		

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SELF

Grade 11

Subject/Dept. Homeroom

Concept: Individuals are responsible for their career planning.

General Objective: Determine and pursue educational and/or occupational plans.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will become aware of a realistic goal in their educational or occupational plans in terms of their abilities.	Students will meet with their counselors to discuss the results of the Henmon-Nelson and ITED tests. Discussion should be centered around student's future plans, taking into consideration the results of the two tests.	Students Tests Counselors	Teacher observation of whether or not students feel they have gained from this meeting.

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WORK WORLD

Grade 11

Concept: Individuals are responsible for their career planning.

Subject/Dept. English
Business Educ.

General Objective: Recognize that there is a line of advancement which requires personal adjustment.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
After the suggested activities are completed, the student should be able to demonstrate the importance of good work habits in school and in industry.	1. Take a plant visit to see some of the routine things that are expected of them as an employee, i. e. safety procedures, time clock punctuality, productivity forms and discipline forms.	Local plant	Content of a student prepared summary
	2. Job application form and role playing interview — two interviews, one good and one bad prospect.	Application form from local business and student to take roles	Observation of role playing and discussion. Teacher examine form
	3. Films on job interviews	Job interview: Whom would you hire?— Three women Seventeen men Job interview: Whom would you hire?— Three men Sixteen men University of Illinois	Student discussion after each interview

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WORK WORLD

479

Grade 11

Subject/Dept. Each area

Concept: Individuals are responsible for their career planning

General Objective: Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will be able to list a variety of pre-requisites that will enable them to enter specific career fields.	Assign the students to find out the expectations of people to their jobs involved in the field of their interests. Verbal responses Written reports Prepare a chart or handout material that shows the differences and commonalities of prerequisites that are necessary to enter various career fields.	Media Center materials Personal interviews 1. Teachers 2. Counselors 3. Lay people Selected readings	Check that students have prepared questions. Observation of question and answer period. Content of identified prerequisites

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WORK WORLD

Grade 11

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objective: (Ind. Psych. Factors) Understand work as a means for fulfilling personal needs through avocational or other activities.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will, again, analyze the vocational or other activities of the job after reassessing his personal needs.	1. Test by: "Strong Interest Survey"	1. "Strong Interest Survey"	1. Counselor
	2. "Sociogram"	2. Student	2. Teacher or counselor

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WORK WORLD

Grade 11

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objective: (Ind. Psych. Factors) Understand that work has intrinsic value such as satisfaction from achievement and personal recognition as having worth.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will make a revised list of intrinsic-values that he should receive in his job.	View film "Need to Achieve" and discuss.	Film: "Need to Achieve" (Univ. of Wis. - rental)	Student and teacher will evaluate list of values and the film.

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WORK WORLD

Grade 11

Concept: Occupations exist for a purpose.

Subject/Dept.

General Objective: (Structure and Nature Factors) Recognize that specialization has created an interdependency of occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The students will conclude that there is a relationship between specialization and interdependency of occupations.	Bring in speaker from a local industry.	Speaker	Teacher and students.

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WORK WORLD

483

Grade 11

Subject/Dept.

Concept: Occupations exist for a purpose.

General Objective: (Structure and Nature Factors) Recognize that many occupations contribute to an end product.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will conclude that many occupations contribute to the final prouduct.	Plant tours (Coca Cola Co., Lennox, Miles Kimball, etc.)	Manufacturing plants.	Students and teachers will discuss the results of the plant visits.

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WORK WORLD

Grade 11

Concept: There is a wide variety of occupations which may be classified in several

Subject/Dept.

General Objective: (Structure & Nature Factors) Recognize that careers usually develop within job families.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that careers develop within job families.	View films Group discussion of career development	Career Series 8mm Sound Film loops Location - FVTI Van	Evaluate discussion

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WORK WORLD

485

Grade 11

Concept: There is a wide variety of occupations which may be classified in several ways

Subject/Dept. Graphic Arts, Shop courses, Motor Mechanics

General Objective: (St. & Nature Factor) Recognize the different methods of classifying occupations; i.e., occupational clusters, industry, geographic factors, natural resources, economic factors, and trends.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that occupations fall into major categories.	Student writes a documented paper developing a tentative career choice. Show wide variety of jobs within this area. Use closed circuit TV showing interrelation within a department.	Career material in OHS library	Teacher evaluation

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WORK WORLD

Grade 11

Concept: There is a wide variety of occupations which may be classified in several ways.

Subject/Dept.

General Objective: (Structure and Nature Factors) Recognize that there are many job levels within an occupational field.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will check to see that there are many job levels within an occupational field.	Students list to teacher presentation of Oshkosh Area Salary and Wage Admn. Guide.	1. Oshkosh Area Salary Admn.Guide 2. Oshkosh Area Wage Admn. Guide	Test on teacher presentation.

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487

WORK WORLD

Grade 11

Subject/Dept. _____

Concept: Work means different things to different people.

General Objective: (Ind. Psych. Factors) Recognize that people work for different reasons and receive different rewards.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will conclude that work involves different rewards for the individual.	Students interview people involved in different careers. i.e. teacher, tradesman, etc.	Students and people from various occupations.	Evaluate the student's findings.

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WORK WORLD

Grade 11

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Structure and Nature factors) Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will predict future occupations growing out of individual school courses.	1. Class discussion--- Career development value of the course.		
	2. Speaker who is employed in that subject area.	Community resource	Student and group discussion.

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WORK WORLD

Grade 11

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Structure and Nature Factors) Understand that demands for certain professional, technical, skilled and service occupations are increasing.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Review the areas where the need for trained workers is increasing.	Survey of future needs for workers through filmstrips, speakers, and volunteer programs and group research.	"Occupational Outlook Handbook" State Employment Serv. job market surveys (includes a variety of forms). Manpower Publications Local Employers -- Mercy Medical Center workshop Boy Scout Explorer Program Filmstrips	Teacher and group observation

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WORK WORLD

Grade 11

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Social-Econ.-Pol. Factors) Understand career opportunities in relation to availability of training.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will summarize training programs in relation to a particular job cluster.	Assemble occupational resources and summarize a particular job cluster training program.	1. Occupational Outlook handbook. 2. Chronicle file and other occupational resources.	Teacher evaluation.

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WORK WORLD

Grade 11

Subject/Dept. _____

Concept: Education and work are interrelated.

General Objective: (Social-Economic-Political Factors) Understand that continuous education and training will enhance one's career development potential.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will list social-economic-political changes influencing career development.	1. List factors that affect career development. 2. Parent or other working person interview on how his job has changed.	Community Newspapers Magazines	Teacher evaluation.

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WORK WORLD

Grade 11

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Social-Economic-Political Factors) Understand that one's education and training will affect his employability potential.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will role-play the relationship between his education or training and how it will affect his employability potential.	Role-play -- Various job advancement situations.		Student - Teacher

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WORK WORLD

493 Grade 11

Concept: Occupational supply and demand has an impact on career planning. Subject/Dept.

General Objective: (Social-Economic-Political Factors) Understand that production, distribution, and consumption relate to jobs and the economic structure.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will conclude that production, distribution, and consumption relate to jobs and the particular economic structure	Speaker — To show relationship between job availability depending upon the economic structure.	Speaker -- (Associated Industries Mr. Planalp)	Teacher observation of class participation.

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WORK WORLD

Grade 11

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept.

General Objective: (Social-Econ.-Pol. Factors) Take into account the extent to which technological change may affect employment opportunities.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will analyze the extent to which technological change affects employment opportunities.	Write an essay on the impact the moon landing has had on technology, in the present day.	Library resources	Teacher evaluation of essays.

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WORK WORLD

Grade 11

Concept: Job specialization creates interdependency.

Subject/Dept.

General Objective: (Structure and Nature Factors) Understand the need for cooperation among workers.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will conclude that cooperation among workers in a specific industry is essential to produce a finished product.	1. Students will interview workers in a local industry to determine their cooperative efforts and how they affect production. 2. Class discussion based on interviews.	1. Local workers 2. Questionnaire	Teacher and student evaluation of interviews and discussion.

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WORK WORLD

Grade 11

Concept: Job specialization creates interdependency.

Subject/Dept.

General Objective: (Structure and Nature Factors) Understand and appreciate the need for cooperation between employees and employers.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through discussion with a union representative the students will conclude the advantages to be gained by good employer-employee relationship.	Students will listen to a union representative and discuss his topic among themselves.	Speaker (Union)	Teacher will evaluate the discussion of the students.

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WORK WORLD

Grade 11

Concept: Job specialization creates interdependency.

Subject/Dept.

General Objective: (Structure and Nature Factors) Understand that specialization is a process of continuous scientific and technological advances.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The students will conclude that specialization should parallel scientific and technological advances.	Teacher will show films: "Industrial Revolution" "From Kitty Hawk to Jumbo Jet"	Films	Teacher will evaluate discussion by the students of the films.

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WORK WORLD

Grade 11

Concept: Environment and individuals potential interact to influence career development.

Subject/Dept.

General Objective: (Ind. Psych. Factors) Understand that sex, race, creed and socio-economic background affect career choices.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The students will analyze how race, sex, creeed and socio-economic background affect career choices.	View films and discuss contents.	Film: "Individual Motivation and Behavior" (Indiana University) "Personal Qualities For Job Success" (BAVI)	Teacher and student evaluation of films and discussion.

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WORK WORLD

Grade 11

Concept: Environment and individuals potential interact to influence career development.

Subject/Dept.

General Objective: (Ind. Psych. Factors) Understand and accept that individual ability will determine in part the level of attainment in a given career area.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through work in SRA booklet and filmstrips the student will conclude that individual ability will affect his career goal plans.	1. Booklet: "Do Your Dreams Match Your Talents", SRA 2. "Foundations for Occupational Planning" (Singer)	Booklet	Evaluating discussion.

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WORK WORLD

Grade 11

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (Ind. Psych. Factors) Understand that there is a relationship between job satisfaction and mental health.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through viewing a film students will determine that there is a relationship between job satisfaction and mental health.	1. Students will view film. 2. Discussion of film.	Film: "Job Attitudes: Why Work at all?"	Student evaluation of film. Teacher evaluation of class discussion.

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WORK WORLD

501

Grade 11

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: (Social-Econ.-Pol. Factors) Understand that leisure time and avocational activities can complement work as a means of self expression.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will relate leisure time and avocational activities to his occupation and how they can complement his work.	1. Film	"For Business or Pleasure" (National Association of Manufacturers)	Class discussion
	2. Speaker - Talk on available activities that the community offers for leisure time.	Recreation Dept.	

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WORK WORLD

Grade 11

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (Social-Econ.-Pol. Factors) Understand that career will determine friends, associates and status in community.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will relate occupations to friendship patterns.	Interview parents on their changes in friendship patterns. Class discussion on causes of change.	Community	Teacher/Student

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WORK WORLD

Grade 11

Concept: Various groups and institutions influence the nature and structure of work. Subject/Dept.

General Objective: (Social-Econ.-Pol. Factors) Understand that labor-management, government and public dynamics act to influence the nature and structure of work. Understand the direct and indirect influence exerted upon the nature and structure of work by (a) laws, (b) labor-management, (c) professional associations, and (d) licensing requirement.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will be able to evaluate the impact of labor and management on the world of work.	Divide into two groups Group 1 will do research on corporate and plant structure. (stockholders, management, foreman, etc.) Group 2 will do research on structure of labor union (board, stewards, etc.)	local industry and business personnel	Teacher evaluation of research material. Essay Test.

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WORK WORLD

Grade 11

Concept: Various groups and institutions influence the nature and structure of work.

Subject/Dept.

General Objective: (Structure and Nature Factors) Understand that conditions created by organized groups and institutions affect the world of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Using [illegible]-playing situat[illegible] students should be able to identify ways in which groups and institutions affect the world of work.	Divide into groups and role-play a negotiations situation between labor and management.	Chamber of Commerce. Local Industry. Labor Leaders.	Teacher observation of role-playing effectiveness.

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WORK WORLD

Grade 11

Concept: Job characteristics and individuals must be flexible in a changing society.

Subject/Dept. All areas

General Objective: (St. & Nat. Factor) Recognize that there is a line of advancement which requires personal adjustment. Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that all people must be able to adjust if they desire career advancement.	View career film of student's choice and list personal adjustment that one needed to reach the highest point of promotion within that occupation.	8 mm sound film Career Series Location: FVTI mobile unit	Evaluate lists of adjustments students have made.
The student will recognize that there is a relationship between advancement and responsibility.	By ballot select most responsible students in school. Compare names on list to club leaders, class officers, national honor society members, etc. Discuss traits which appear to make these students most responsible.	Class ballots	Chalkboard list of traits possessed by leaders.

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WORK WORLD

Grade 11

Concept: Job characteristics and individuals must be flexible in a changing society.

Subject/Dept. All areas

General Objective: (St. & Nat. Factor) Understand that job obsolescence and job promotion requires worker retraining.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that job proficiency is the basis for promotion.	Make notebook How to Keep a Job Emphasize: Be on time Be dependable Be pleasant Be courteous Do your best willingly Learn everything you can about your job Fit yourself to the job - don't expect employer to fit job to you.	Interview: Employers Employees Magazines Newspapers	Display notebook and have students select best.
The student will discover that loyalty and cooperation among employer, employees and other company personnel is paramount for job promotion.	Using anonymous cumulative records, have students select the best prospect for advancement in_____.	Cumulative records in office	Students will select the candidate for promotion.

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WORK WORLD

Grade 11

Concept: Job characteristics and individuals must be flexible in a changing society. Subject/Dept. All areas

General Objective: (St. & Nat. Factor) Understand the adjustments necessary to maintain employment

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Job success is determined by the employer's demands.	Listen to and participate in a discussion tape activity.	Discussion tape The First Four Days FVTI Mobile Van	Discuss questions carried through tape.
The student will recognize the many facets that must be learned in maintaining employment	Develop the tape: Why do People get Fired from a Job?	Discussion Tape Excuses Getting Fired FVTI Mobile Van	Evaluate the technique, participation and involvement student displays in developing the topic.

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CAREER PLANNING & PREPARATION

Grade 11

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: Know where and how to apply for jobs. (Training and Education Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will learn procedures for job application.	Fill out job application form.	Application Form.	Completion of application.
	Talk by personnel from the Wisconsin State Employment Office.	Resource People	Student attends talk.

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CAREER PLANNING AND PREPARATION

Grade 11

509

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: Analyze the relationships between learning and earning through on-the-job experiences. (Training and Education Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Participating in school oriented jobs the students will learn how formal education leads to earning power.	On-the-job training in school	Students, lists of available school jobs.	Teacher-Student evaluation of employer-employee experiences.
Students will recognize the relationship between learning and earning through verbal interchange.	Self evaluation through rap sessions.	Students	Teacher-student evaluation.

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CAREER PLANNING AND PREPARATION

Grade 11

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: Accept the concept of continuous education and training for enhancing and effecting one's career development potential. (Training and Education Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will be able to conclude that continuous education and training will have positive effect on his career development potential.	1. Read job descriptions. 2. Compare wage scale lists 3. Listen to Occupational speakers.	1. Chronicle Career kits. 2. Speakers.	Teacher

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CAREER PLANNING & PREPARATION

Grade 11

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept.

General Objective: Recognize that technological change may affect employment opportunities and task requirements of various occupations. (Information Gathering Factor)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will visit various employers and inquire how technological changes may affect employment opportunities and task requirements.	1. Tour of different places of employment. 2. Summarize findings by written report.	Community Employers	Teacher evaluates reports.

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CAREER PLANNING & PREPARATION

Grade 11

Concept: Occupational supply and demand has an impact on career planning

Subject/Dept.

General Objective: Become familiar with employment trends and plan accordingly. (Information Gathering Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will modify his 10th grade course of study according to the current employment trends.	1. Revise his "five year plan" 2. Discuss revision with teacher.	1. Teacher 2. Student's Goals	Teacher Counselors

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CAREER PLANNING & PREPARATION

Grade 11

Subject/Dept.

Concept: Environment and individual potential interact to influence career development.

General Objective: (Family, Peer, and Community Factors) Recognize and accept that his career choice may be influenced by job opportunities in his geographic area.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will decide if geographical factors influence his own career choice.	Study and report on the areas in the county where career choice opportunities are the greatest.	1. Chronicle Career Kit. 2. Occupational Handbook. 3. Vertical File	The students will evaluate how geographical factors influence their own career choice.

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CAREER PLANNING AND PREPARATION

Grade 11

Concept: Individuals can learn to perform adequately in a variety of occupations. Subject/Dept.

General Objective: (Tr. and Education Factors) Recognize career horizons through participation in simulated activities and work situations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will list career opportunities through observation and/or participation.	1. "Build A Better Life" (film)	1. Film viewing equipment, and film: "Build a Better Life"	Teacher/Students
	2. Students present short skits.	2. Student Kits	

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CAREER PLANNING & PREPARATION

Grade 11

Subject/Dept. _____

Concept: Individuals can learn to perform adquately in a variety of occupations.

General Objective: (Tr. and Education Factors) Realize that within a given career area there is a wide range of opportunity to meet the needs of many types of individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify his career interest through the testing program.	1. Kuder Occupational Interest Survey, Form DD	1. Kuder Occupational Interest Survey, Form DD	Guidance Counselor
	2. Go to the Dictionary of Occupational Titles	2. Go to the Dictionary of Occupational Titles	Guidance Counselor

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CAREER PLANNING & PREPARATION

Grade 11

Subject/Dept. Social Studies

Concept: Job characteristics are and individuals must be flexible in a changing society.

General Objective: (Tr. & Ed. Factor) Recognize that changing job characteristics requires specialized education, preparation and training.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will project his thoughts of future job opportunities by producing a collage.	Collage stressing careers of the future.	Paper, paste, tagboard, pictures from old magazines	Teacher evaluation of students projects.
The student will discriminate between vocations that are overloaded with personnel to those which are less crowded.	Make notebook showing interesting and unusual occupations which are not crowded fields today.	Occupational Outlook Handbook Biographies Autobiographies Periodicals Encyclopedia of Careers and Vocational Guidance	Students will display their notebook for discussion and evaluation by other students.

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CAREER PLANNING & PREPARATION

Grade 11

Subject/Dept. Home Ec. (Clothing, Fam. Living)

Concept: Job characteristics are and individuals must be flexible in a changing society.

General Objective: (Tr. & Ed. Factor) Understand the importance of assuming personal responsibility for occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize the importance of personal appearance and manners in the world of work.	View film	Film: How to be a Better Employee Media Center	Small groups prepare window display
	Fashion Show	Students - Boys and girls from classes involved	Review by student panel

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CAREER PLANNING & PREPARATION

Grade 11

Subject/Dept. Social Studies

Concept: Job characteristics are and individuals must be flexible in a changing society.

General Objective: Recognize and accept that economic, political and social changes require the ability to adjust.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will be able to express his interpretation of a rapidly changing society.	Small group discussion critically analyzing cause and effect of environmental and social change.	Books: Greening of America and/or Future Shock (30 volumes found in school library or media center.)	Teacher observation of student responses.
The student will appraise his social and economic and political assets and liabilities.	Game: Black and white. A frustration game to discern an individual's flexibility.	Psychology Today magazine, March 1970 (game available in Psychology Room)	Teacher observation of participant's responses. Student self evaluation

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CAREER PLANNING & PREPARATION

Grade 11

Subject/Dept. U.S. History

Concept: Job characteristics are and individuals must be flexible in a changing society.

General Objective: (Tr. & Ed. Factor) Recognize that jobs are modified, eliminated or created by technological and societal change.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will compile information which shows how jobs are modified, eliminated or created.	Conduct community occupational survey. Compare results to past data.	Camera City Directory Chamber of Commerce files Local retail businesses and industries	Student knowledge of job changes.
	Study evolution of careers within a particular area.	Books in OHS Library Career Series of 8 mm sound film loops Location: FVTI Van	Student evaluation of the effect of change on occupational choice.

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CAREER PLANNING & PREPARATION

Grade 11

Concept: Career development requires a continuous and sequential series of choices. Subject/Dept.

General Objective: (Information Gathering Factors) Identify and utilize systematically only valid sources of occupation information.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will systemize valid sources of occupational information.	Counselor will further explain use of occupational information materials.	Guidance office. Library. Media Center.	Counselor could check with student on evaluation of information on specific careers.

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CAREER PLANNING AND PREPARATION

Grade 11

Concept: Career development requires a continuous and sequential series of choices.

Subject/Dept.

General Objective: (Information Gathering Factors) Identify and comprehend factors which may have relevance for one's career decisions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will identify factors that are important in making a career decision.	1. Student take Kuder Occupational Interest Survey (Form DD)	1. Kuder Occupational Interest Survey, Form DD	Teacher evaluate student list and Kuder Test.
	2. Discuss factors to consider in a specific job.	2. Chronicle Career Kit.	

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CAREER PLANNING AND PREPARATION

Grade 11

Concept: Career development requires a continous and sequential series of choices.

Subject/Dept.

General Objective: (Info. Gath. Factors) Understand that each decision one makes may have important implications for future decisions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will conclude that present career decisions often have important consequences for future career decisions.	Students will view and discuss film.	1. Film: "Attitudes and Occupations"	Teacher evaluation of class participation.
		2. Counselor	Counselor evaluation of student interest.

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CAREER PLANNING AND PREPARATION

Grade 11

Concept: Career development requires a continuous and sequential series of choices.

Subject/Dept.

General Objective: (Tr. and Education Factors) Understand that new jobs usually develop within occupational clusters.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will appraise future changes that might take place in various job clusters.	Speakers to discuss job changes or trends in specific job clusters i.e. IBM, Construction, etc.	Outside speakers	Teacher and speakers evaluate students participation. Students evaluate speakers.

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CAREER PLANNING AND PREPARATION

Grade 11

Concept: Career development requires a continuous and sequential series of choices.

Subject/Dept.

General Objective: (Tr. and Education Factors) Understand that educational decisions may have an important impact on career opportunities available to an individual.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will analyze their high school program in view of any career changes they may be considering.	Re-examine tentative high school program.	1. Student's program 2. Counselor 3. Advisor	Student will evaluate his own work.

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CAREER PLANNING AND PREPARATION

Grade 11

Concept: Career development requires a continuous and sequential series of choices.

Subject/dept.

General Objective: (Tr. and Education Factors) Realize that many occupations offer a series of advancement opportunities.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will become more familiar with advancement opportunities in a given occupation.	View film "Your Job - Getting Ahead" (Coronet)	Film: "Getting Ahead"	Evaluate student discussion of film.

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CAREER PLANNING & PREPARATION

Grade 11

Subject/Dept. All areas

Concept: Individuals are responsible for their career planning.

General Objective: (Infor. Gath. Factor) Base his career plans on accurate and pertinent information.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Provided with the opportunity to speak with people from various occupations, students will gain insight into the overall aspects of a specific field.	On an extra credit basis have students take advantage of resource people that come into school like college recruiters or armed forces recruiters. Also students will be provided with a list of people's names that student could talk to at various local business places.	Speakers (local businessmen) Lists available from Mr. Weigert, Guidance Counselor Mr. Marg, Vocational Coordinator	Observe student reaction and comments to these various resources.

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CAREER PLANNING AND PREPARATION

Grade 11

Concept: Individuals are responsible for their career planning.

Subject/Dept.

General Objective: (Information Gathering Factors) Understand the relationship between high school courses and activities within the world of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will relate his high school courses and activities to the world of work.	1. Field trip to industry. 2. Speakers from various occupations.	Speakers from various industries	Teacher evaluation of class participation.

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CAREER PLANNING AND PREPARATION

Grade 11

Subject/Dept.

Concept: Individuals are responsible for their career planning.

General Objective: (Info. Gathering Factors) Understand the relationship between personal attitudes in high school and employability.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will be able to correlate personal attitudes in school with employment.	1. View filmstrips, records, and films. 2. Class discussion of films and filmstrips.	Films: "How To Be A Better Employee" #106 Media Center "Your First Job" #105 Media Center	Teacher evaluation of class participation in discussion.

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CAREER PLANNING AND PREPARATION

Grade 11

Subject/Dept.

Concept: Individuals are responsible for their career planning.

General Objective: (Social-Economic-Political Factors) Understand that a person may satisfy his social-economic-political needs through an occupation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through class discussion students will distinquish different facets that are necessary for job satisfaction. i.e. Social-Economic, political	Students will discuss their own job experiences and the area of satisfaction obtained from them.	Students' experiences.	Evaluate discussion

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GRADE 12

SELF

Grade 12

Concept: An understanding and acceptance of self is important throughout life.

Subject/Dept. Where applicable

General Objective: Appraise and accept his own abilities, interests, attitudes and values. Organize self-appraisal information into categories of strengths and limitations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
With their respective knowledge about themselves, the students will be able to continuously appraise themselves as individuals and project their self image to future life probabilities.	Have the students identify their major strengths and how they can be applied upon graduation. Have the students identify their alternate strengths, if any, and how they might be applied upon graduation. Have the students list their concerns as to why it is important to understand and accept themselves throughout life.	As indicated in Objectives 136-137 for grades 10 and 11. See State Career Development Guidelines for selected material.	Students' imagination and skills at completing the identified task.

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SELF **530** Grade 12

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Respect a person's right to choose an occupation. Respect a person's occupational choice.

Subject/Dept Home Room

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that any individual's choice of job is worthy of respect.	Conduct a survey of occupational intentions of the present Senior Class. Present a bar graph, showing the results of the survey. Conduct a discussion concerning the need and dignity of each type of work.	Graph	Bar graph
	Senior Career Night Panel Guests: Counselors Businessmen City Officials		Teacher evaluation of students' participation.

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SELF

Grade 12

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept.

General Objective: Establish positive regards toward oneself.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize and develop a strong positive regard toward himself.	Make a list of outside of school activities in which the student has found personal satisfaction.	None	Self evaluation
	The student will participate in a charitable endeavor helping the disadvantaged	Bethel Home Youth Association of Retarded Day Care Centers	Actively participate in helping others.

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SELF

532

Grade 12

Subject/Dept.

Concept: Persons need to be recognized as having dignity and worth.

General Objective: Appreciate that people bring dignity and worth to their jobs.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that people bring dignity to their job.	The student will interview three different levels of employed people (student, new teacher, experienced teacher) and have the people describe their jobs.	Resource people	Compare the information from the three interviews.
	The student will analyze the character of a popular TV show.	Video tape a TV program Ex. All in the Family	Discuss character analysis

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SELF

Grade 12

Concept: Persons need to be recognized as having dignity and worth.

Subject/Dept. Dist. Ed., Ag. Bus., Voc. Ag., Food Service.

General Objective: Understand that people can achieve dignity and worth by work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that all work is honorable and has dignity and worth of its own.	Field trips.	Farm Machinery Co. Canning Plant Bakery	Teacher evaluation of written report
	Class film project:		
	Select 10 jobs to illustrate via this media the worth of each.	Any areas of interest	The film.

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SELF

534

Grade 12

Subject/Dept.

Concept: Work means different things to different people.

General Objective: Recognize and accept that work has potential for personal and/or financial rewards.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will compare personal and financial benefits received from different jobs.	1. Students will develop a Pay Scale Chart shown from list of jobs.	1. Wis. State Employment Service 2. Occupational Outlook Quarterly 3. Technical School Publications -- Follow-up studies.	Teacher interpretation, and evaluation of pay charts.

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SELF

Grade 12

Concept: Work means different things to different people.

Subject/Dept.

General Objective: Appreciate that individual and social needs can be met through work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Will determine that his own individual and social needs can be met through work.	1. Role Playing: employer interviews students.	Employer & Students	Group discussion
	2. Panel discussion by employed students.	students	

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SELF

536

Grade 12

Subject/Dept.

Concept: Work means different things to different people.

General Objective: (rev.) Understand that one's job or occupation can be related to leisure time activities.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will relate his leisure interests to a specific career.	1. Independent project that explores career opportunities, that can grow out of his own leisure interests.	Library & Community	Self-evaluation by student.

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SELF

Grade 12

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Formulate job expectations that are consistent with his personal attributes.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Appraises own career planning progress.	1. Filmstrip viewing and good discussion. 2. Panel discussion of post-high school planning. 3. Post high school career planning survey.	"Should You Go to College" Filmstrip-Guidance Association.	Self Evaluation

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SELF

Grade 12

Concept: Individuals differ in their interests, abilities, attitudes and values.

Subject/Dept.

General Objective: Accept the uniqueness of other individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify psychological and social differences between individuals.	1. Psycho-drama with small groups on conflicting values. 2. Conduct a survey of people that the student considers different than himself.	Student	Group discussion.

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SELF

Grade 12

Concept: Environment and individual potential intereact to influence career development.

Subject/Dept.

General Objective: Recognize and accept the influences of many factors on career development. (peers, family, significant adults, community, geography, economics, etc.)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify influences of many factors on career development.	1. Draw up an individual resume for employment interview.	Student	Teacher evaluation
	2. Presentation by a personnel manager followed by group discussion.	Community	Group discussion

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ELF

Grade 12

Concept: Environment and individual potential intereact to influence career development.

Subject/Dept.

General Objective: Accept the necessity for compromise between societal and individual needs in career development.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will modify his personal career development needs in terms of those of society.	1. Debate the needs of society and the needs of individuals.	Student	Group discussion
	2. Have successful career individuals to discuss their own self-discipline in career success.	Community	Group discussion

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SELF

Grade 1

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (revised) Understand that career choice and one's life style are interrelated.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student identifies a life plan in harmony with his abilities, interests, and beliefs. (Life Style)	1. Self-test of work values.	1. Super "Work Values Inventory"	Teacher and/or student evaluation.
	2. Small group discussion of above.		Student evaluation.

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SELF

Grade 12

Concept: Individuals are responsible for their career planning.

Subject/Dept.

General Objective: (revised) Utilize resources available for career planning.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student uses resources available to progress towards his career goal.	Up-date career through his personal accumulated resources.		Student evaluation.

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SELF

Grade 12

Subject/Dept. All

Concept: Individuals are responsible for their career planning.

General Objective: Determine and pursue educational and/or occupational plans.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Provided with proper facilities and considering their individual aptitudes, students will be able to identify their future career goals or new career possibilities.	1. Students take an aptitude test and discuss with counselors. 2. If there are some new job possibilities that the student has not yet considered, student will investigate these new areas which might have been indicated by the test.	Students Counselor Test Media Center FVTI Career Van	Observe student reaction to the test Observe any new research done by students Observe whether some students are considering new career options

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WORK WORLD

Grade 12

Concept: There is a wide variety of occupations which may be classified in several ways.

Subject/Dept. Psychology - adapt to all subjects

General Objective: (Str. & Nat. Factor) Recognize that careers usually develop within job families.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that careers develop within job families.	Make a list of the careers that student could participate in, if he had adequate education in psychology.	Pamphlet - choose a career in Mental Health. Psychology textbook	Evaluate career information gathered

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WORK WORLD

Grade 12

Concept: There is a wide variety of occupations which may be classified in several ways.

Subject/Dept. Any area applicable

General Objective: (Str. & Nature Fact.) Recognize the different methods of classifying occupations; i. e. occupational clusters, industry, geographic factors, natural resources, economic factors, and trends.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that occupations may be classified in several ways.	Study want ads. List and classify jobs. Speaker from Employment Agency discuss job classifications.	Newspapers Resource person	Teacher evaluation of student work.

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WORK WORLD

546

Grade 12

Subject/Dept.

Concept: Work means different things to different people.

General Objective: (Ind. Psych. Factors) Recognize that people work for different reasons and receive different rewards.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through panel discussion, students will conclude that work involves different rewards for the individual.	Panel discussion involving teachers, clergy, housewife, etc.	Students Outside Speakers	Evaluate discussion

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WORK WORLD

Grade 12

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Structure and Nature Factors) Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will predict possible future occupations growing out of individual school courses.	1. Class discussion - Career development value of the course.		
	2. Individual Research Paper on a subject related to career.	Library Guidance Office	Teacher
	3. Audio-visual production of careers related to subject.	Audio-Visual material	Teacher

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WORK WORLD

Grade 12

Subject/Dept.

Concept: Education and work are interrelated.

General Objective: (Structure and Nature Factors) Understand that demands for certain professional, technical, skilled and service occupations are increasing.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Appraise employment prospects for himself in field of his current career interest.	1. Individual research on a growing field of work and its training requirements. 2. Make a poster or other ad for a good career prospect.	"Occupational Outlook Handbook" "State Employment Serv. Job Market Surveys" (includes a variety of forms) Manpower Publication U.S. Gov. Printing Office Local Employers Mercy Medical Center Workshop, Boy Scout Explorer Program Materials available in guidance office or media center.	Self-evaluation.

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WORK WORLD

Grade 12

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Social-Economic-Pol. Factors) Understand career opportunities in relation to availability of training.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will investigate training programs relating to an area of particular interest.	1. Visit a training site. 2. Research current literature.	Fox Valley, etc. U.W.O. Industry and business	Student and teacher conference.

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WORK WORLD

Grade 12

Subject/Dept.

Concept: Education and work are interrelated

General Objective: (Social-Econ.-Pol. Factors) Understand that continuous education and training will enhance one's career development potential.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that continuous education and training will enhance one's career development.	Interview employers or employees concerning career development potential.	Community Industry Job Locations	Student Teacher

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WORK WORLD

Grade 12

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: (Social-Econ.-Pol. Factors) Understand that one's education and training will affect his employability potential.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures.
The student will distinguish how his education or training will affect his employability potential.	1. Design an application form for a job. 2. Mock Job Interview		Teacher-student

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WORK WORLD

Grade 12

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept.

General Objective: (Social-Economic-Political Factors) Understand that production, distribtuion, and consumption relate to jobs and the economic structure.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will conclude that production, distribution and consumption relate to jobs and the economic structure.	Panel discussion - including students and speakers from business and industry.	1. Library resources for student preparation 2. Speakers	1. Teacher evaluation of class.

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WORK WORLD

Grade 12

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept.

General Objective: (Social-Econ.-Pol. Factors) Take into account the extent to which technological change may affect employment opportunities and task requirements of various occupations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will analyze the extent to which technological change affect employment opportunities.	Students participate in a panel discussion with employers from various businesses and industries.	1. Local Employers a. Library resources for student study.	Teacher and student evaluation of panel discussion.

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WORK WORLD

Grade 12

Concept: Job specialization creates interdependency.

Subject/Dept.

General Objective: (Structure and Nature Factors) Understand the need for cooperation among workers.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will give examples of the need for cooperation among workers.	Students will discuss the need for cooperation among workers through examples from their own job experience.	Students	Teacher evaluate discussion.

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WORK WORLD

Grade 12

Concept: Job specialization creates interdependency.

Subject/Dept.

General Objective: (Structure and Nature Factors) Understand and appreciate the need for cooperation between employees and employers.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will conclude the advantages of good employer-employee relationships.	Students will role-play employer-employee discussion on working conditions.	Library for discussion materials.	Teacher will evaluate the results of the role-playing.

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WORK WORLD

Grade 12

Concept: Job specialization creates interdependency.

Subject/Dept.

General Objective: (Structure and Nature Factors) Understand that specialization is a process of continuous scientific and technological advances.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will conclude that specialization should parallel scientific and technological progress.	Students will prepare a notebook to show advances in some area of technological development and specify how specialization must advance with it.	Library Newspapers Magazines	Teacher will evaluate the materials.

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WORK WORLD

Grade 12

Concept: Environment and indiviudals potential interact to influence career development.

Subject/Dept.

General Objective: (Ind. Psych. Factors) Understand that sex, race, creed and socio-economic background affect career choice.

Behavioral Objective	SuggestedActivities	Resources & Materials	Evaluation Procedures
The students will conclude that race, sex, creed, and socio-economic background affect career choices.	A variety of speakers of different sexes, races, creeds, and socio-economic backgrounds to relate their experiences in regard to factors that affected their career choice.	Various speakers of different sexes, races, creeds, and socio-economic backgrounds.	Teacher observation of class participation. Student evaluation of speakers.

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WORK WORLD

Grade 12

Concept: Environment and individuals potential interact to influence career development.

Subject/Dept.

General Objective: (Ind. Psych. Factors) Understand and accept that individual ability will determine in part the level of attainment in a given career area.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Given a specific field of work, student will list factors of ability that affect the level of attainment in that career.	1. Filmstrip: "Skills That Pay Off"	1. Students	Evaluate student list and discussion.
	2. Filmstrip: "Job Opportunities Now"	2. Filmstrip	

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WORK WORLD

Grade 12

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective. (Ind. Psych. Factors) Understand that there is a relationship between job satisfaction and mental health.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through listening to a psychiatrist, the student will understand that there is a relationship between job satisfaction and mental health.	Bring in a psychiatrist to speak to the students on the significance of jobs to mental health.	Psychiatrist	Student discussion with the psychiatrist will be evaluated by the teacher.

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WORK WORLD

Grade 12

Subject/Dept.

Concept: Occupations and life styles are interrelated.

General Objective: (Social-Economic-Political Factors) Understand that leisure time and avocational activities can complement work as a means of self expression.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will relate leisure time and avocational activities to his occupation and how they can complement his work.	1. Speaker — talk on how his leisure time does complement his work.	Community	Student
	2. Strong Interest Test for self evaluation of interests and occcupational choice.	Strong Vocational Interest Inventory	Student

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WORK WORLD

Grade 12

Concept: Occupations and life styles are interrelated.

Subject/Dept.

General Objective: (Social-Econ.-Pol. Factors) Understand that career will determine friends, associates and status in community.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will predict how his occupational choice will affect his status in a community.	Interview people in his current career interest field, concerning their own status, and status of friends and associates.	Community	Teacher and Student.

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WORK WORLD Grade 12

Concept: Various groups and institutions influence the nature and structure of work. Subject/Dept.

General Objective: (Social-Economic-Political Factors) Understand that labor-management, government and public dynamics act to influence the nature and structure of work. Understand the direct and indirect influence exerted upon the nature and structure of work by (a) laws, (b) labor-management, (c) professtional associations, and (d) licensing requirements.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will determine how federal structure and legislation affect the world of work.	Chart the hierarchy from the federal level to the local level of the organizational structure that affects the working world.	Write to congressmen and Department of Labor.	Teacher evaluation of chart.

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WORK WORLD

Grade 12

Concept: Job characteristics and individuals must be flexible in a changing society.

Subject/Dept. All areas

General Objective: (St. & Nat. Factor) Recognize that there is a relationship between advancement and willingness to accept responsibility. Recognize that there is a line of advancement which requires personal adjustment.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize the personal adjustments needed in the world of work - from the interview through the promotions that follow.	View Filmstrip Chart (The Career Ladder)	Multi-media set What You Should Know Before You Go To Work Part II FVTI Van	Evaluate chart
The student will realize that "as the responsibilities loom, the coins zoom."	Teacher and class discussion of structure of steps (rungs) in the ladder. Teacher select one job at random and on chalkboard show the hierarchy. The student will write an analysis for his personal prospective job choice, using same format.		Teacher observes questions and comments made by students. Teacher evaluation of student's papers.

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WORK WORLD

Grade 1.

Concept: Job characteristics and individuals must be flexible in a changing society. Subject/Dept. Homeroom

General Concept: (St. & Mat. Factor) Recognize that changing job characteristics require specialized education, preparation and training.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will become familiar with types of information and training programs available: HS vocational programs Colleges and Universities Trade Schools Technical Schools Apprentice Training Adult Education	Interviews with representatives from schools Explanation of vocational programs available in the local school by counselors, instructors and other resource people	Bulletins Pamphlets Brochures College catalogs Teachers Counselors	Student participation through both seeking and securing information concerning specialized education, preparation and training.
The student will become familiar with the features to be considered in future training: Admission Policies Cost of Attendance Type of student body Geographic location Course of study Affiliation Available financial aids Degree or Certification offered			

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WORK WORLD

Grade 12

Concept: Job characteristics and individuals must be flexible in a changing society.

Subject/Dept. All areas where applicable

General Objective: (Str. & Nat. Factor) Understand that job obsolescence and job promotion requires worker retraining.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will discover that loyalty and cooperation among employer, employees and other company personnel is paramount for job promotion.	Using anonymous cumulative records, have students select the best prospect for advancement in _____.	Cumulative records in office	Students will select the candidate for promotion.
The student will recognize that competition influences employment.	Survey student's job success from those participating in special and distributive education classes as compared with a sampling of students that did not have on-the-job training.	Information from files of special and distributive education.	Evaluate results from survey.

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WORK WORLD

Grade 12

Concept: Job characteristics and individuals must be flexible in a changing society.

Subject/Dept. Psychology, Family Living

General Objective: (Structure & Nature Factor) Understand the adjustments necessary to maintain employment.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will realize that poor references spoil chances of securing a good future job.	The teacher will develop case studies of employees, using employer evaluation sheets. Students will evaluate material and decide which person will maintain employment	Company personnel records	Students will judge which persons will be hired.
	Listen to discussion tapes.	Discussion tapes: 1. Boss, I Found a New Job. 2. Asking for a Promotion. 3. Do You think I Should Quit? FVTI Mobile Van	Discuss and students evaluate.

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CAREER PLANNING AND PREPARATION

Grade 12

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: Know where and how to apply for jobs. (Training and Education Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Students will learn procedures for job application.	View film: "Whom Would You Hire?"	Film-"Whom Would You Hire?"	Student will participate in questions posed by film with student evaluating their own responses.

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CAREER PLANNING & PREPARATION

Grade 12

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: Analyze the relationships between learning and earning through on-the-job experiences. (Training and Education Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The students will share their on-the-job experiences and show how they relate to their formal education.	1. Small group discussions between juniors and seniors.	Students	Students (self) Teacher

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CAREER PLANNING AND PREPARATION

Grade 12

Concept: Education and work are interrelated.

Subject/Dept.

General Objective: Accept the concept of continuous education and training for enhancing and effecting one's career development potential. (Training and Education Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The students will share the importance of continuous education in the potential of their future jobs.	Class discussion	Students	Teacher

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CAREER PLANNING & PREPARATION

Grade 12

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept.

General Objective: Recognize that technological change may affect employment opportunities and task requirements of various occupations. (Information Gathering Factor)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will research the trends in specific jobs to determine that technological change affects employment opportunities and task requirements.	1. Written report on trends in a specific job.	Library	Teacher

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CAREER PLANNING & PREPARATION

Grade 12

Concept: Occupational supply and demand has an impact on career planning.

Subject/Dept.

General Objective: Become familiar with employment trends and plan accordingly. (Information Gathering Factors)

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will compare his course of study with the trend in his chosen career.	1. Check the library resources for the current occupational trends.	1. Library	Teacher
	2. Check with community resources.	2. Community Resources (employers)	Counselors

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CAREER PLANNING & PREPARATION

Grade 12

Concept: Environment and individual potential interact to influence career development.

Subject/Dept.

General Objective: (Family, Peer, and Community Factors) Recognize and accept that his career choice may be influenced by job opportunities in his geographic area.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will make a survey of the opportunities of his career choice in his own community.	1. Visit the local Chamber of Commerce 2. Visit the various industrial plants which he is interested in. 3. Panel discussion consisting of local employers and students.	1. Chamber of Commerce Students 2. Local Employers 3. Guidance Counselor 4. Labor Union Headquarters	The employers will evaluate by observation of student interest.

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CAREER PLANNING AND PREPARATION

Grade _____

Subject/Dept. _____

Concept: Environment and individual potential interact to influence career development.

General Objective: (Family, Peer, and Community Factors) Evaluate career expectations others have for you and how these expectations affect your career plans.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The students will analyze peer pressure and how this affects their career choice.	Student rap session	Students	The teacher will evaluate the conferences and class discussions by pointing out how peer pressure and parental expectations affect the student's career choice.
The students will analyze teacher expectations and how this affects their career choice.	Student/Teacher rap sessions.	Students	The students will evaluate themselves by agreeing or criticizing teacher.
The student will make a list of community expectations affecting his career choice.	1. Invite government leaders 2. Invite university officials 3. Invite labor leaders - to explain community expectations concerning career choice.	1. Government leaders 2. University officials 3. Labor leaders	Students will evaluate their own list of community expectations. Speakers will evaluate student's participation and interset.

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CAREER PLANNING AND PREPARATION

Grade 12

Concern: Individuals can learn to perform adequately in a variety of occupations.

Subject/Dept.

General Objective: (Tr. and Education Factors) Recognize career horizons through participation in simulated activities and work situations.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will make a film of different occupations.	Produce film on career horizons in work situations.	Film-making equipment.	Teacher/Students

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CAREER PLANNING AND PREPARATION Grade 12

Concept: Individuals can learn to perform adequately in a variety of occupations. Subject/Dept.

General Objective: (Tr. and Education Factors) Realize that within a given career area there is a wide range of opportunity to meet the needs of many types of individuals.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will identify his career interest through the testing program.	1. Strong Interest Inventory	1. Strong Interest Inventory.	Guidance Counselor
	2. Go to the Dictionary of Occupational Titles	2. Go to the Dictionary of Occupational Titles	Guidance Counselor

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CAREER PLANNING AND PREPARATION

Grade 12

Subject/Dept.

Concept: Individuals can learn to perform adequately in a variety of occupations.

General Objective: (Tr. and Education Factors) - Info. Gath. Factors.
Identify several satisfying job alternatives that could utilize one's talents.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will list several job alternatives that could utilize his talents.	1. Use Occupational Handbook	1. "Occupational Handbook"	Teacher evaluates student prepared lists.
	2. Use Chronicle Career Kit	2. Chronicle Career Kit	

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CAREER PLANNING AND PREPARATION

Grade 12

Concept: Individuals can learn to perform adequately in a variety of occupations. Subject/Dept.

General Objective: (Information Gathering Factors) Experience several occupational tasks one could perform or learn to perform.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The students will visit and/or participate in various occupational ventures.	1. Visit various industrial courses in school: Woodworking Sheet Metal Work Graphic Arts, etc.	1. School Classes	The students will evaluate themselves through participation - asking questions at the various classes and business locations.
	2. Visit businesses and industry.	2. Various businesses and industries.	

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CAREER PLANNING & PREPARATION

Grade 12

Concept: Job characteristics and individuals must be flexible in a changing society.

Subject/Dept. Home Ec. (Fam. Liv.) Soc. Studies.

General Objective: (Tr. & Educ. Factor) Recognize that changing job characteristics requires specialized education, preparation and training.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will decide what further training is needed to satisfy his goals.	View films that are career oriented	8 mm Film Loops Cassettes and film strip units Located F. V. T. van	Does the student seek further information on training?
The student will make vocational decisions in view of a changing society.	Fill out Senior Career Planning Questionnaire	(See attached form)	Request counselling interview

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CAREER PLANNING AND PREPARATION

Grade 12

Subject/Dept. Drafting, Science, Math, Agriculture, Soc. St.

Concept: Job characteristics are and individuals must be flexible in a changing society.

General Objective: (Tr. & Educ. Factor) Understand the importance of assuming personal responsibility for occupational choice.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that each subject area has many related occupational possibilities.	Guests will be invited to speak on careers related to subject matter.	Resource people	The student will be able to point out the relationship between specific high school courses and the jobs for which they prepare the student.
		Local workers, Teachers, or capable students	
	Demonstrations of the tools or occupations could be presented by local workers, teachers, or capable students. (for example, where applicable in science, in Math, in Social Studies, in Drafting, in Agriculture, etc.)		Test by practical application, depending upon the discipline that is used.

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CAREER PLANNING AND PREPARATION

Grade 12

Concept: Job characteristics and individuals are and must be flexible in a changing society.

Subject/Dept. Geography and Social Studies

General Objective: (Tr. & Educ. Factor) Recognize and accept that political and social and economical social changes require the ability to adjust.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will recognize that the distribution of people is contingent upon their world of work.	Use multi-media kit. Students will construct two world population graphs - one for 1850 A.D., one for 2000 A.D.	Multi-media set The People Problem Parts I and II Oshkosh High School Media Center	Student contributions in constructing graphs
	Group discussion concerning environmental, social and economical influences on a changing society.	Same as above	Evaluation of student's participation in discussion.

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CAREER PLANNING & PREPARATION

Grade 12

Subject/Dept. Journalism

Concept: Job characteristics are and individuals must be flexible in a changing society.

General Objective: (Tr. & Educ. Factor) Recognize that jobs are modified, eliminated or created by technological and societal change.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will isolate jobs in his community that have been modified, eliminated or created.	Write articles for Index (school paper)	School newspaper Student	Student produced newspaper articles
The student will visually discern technological changes.	Develop a bulletin board display inspecting the old and the new	Magazines and newspapers Construction paper	Evaluate bulletin board content

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CAREER PLANNING AND PREPARATION

Grade 12

Subject/Dept.

Concept: Career development requires a continuous and sequential series of choices.

General Objective: (Information Gathering Factors) Identify and utilize systematically only valid sources of occupation information.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will check occupational information so he can readily refer to it in case of need.	Assign senior student to take a sophomore through occupational files and explain them to him.	Guidance Sophomore Student	Counselor Sophomore Student

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CAREER PLANNING AND PREPARATION

Grade 12

Concept: Career development requires a continuous and sequential series of choices. Subject/Dept.

General Objective: (Information Gathering Factors) Identify and comprehend factors which may have relevance for one's career decision.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will identify personal factors that are important in making a career decision.	"Strong Interest Survey" for students.	Test -- Strong Interest Survey	Evaluate test results with students.

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CAREER PLANNING AND PREPARATION

Grade 9

Concept: Career development requires a continuous and sequential series of choices.

Subject/Dept.

General Objective: (Info. Cath. Factors) Understand that each decision one makes may have important implications for future decisions.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will conclude that present career decisions often have important consequences for future career decisions.	Students will view and discuss films and filmstrips.	1. "Build a Better Life" (film) 2. Counselor	Teacher evaluation of class discussion. Counselor's evaluation of student's interest.

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CAREER PLANNING AND PREPARATION

Grade 12

Concept: Career development requires a continuous and sequential series of choices. Subject/Dept.

General Objective: (Training and Education Factors) Understand that new jobs usually develop within occupational clusters.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will appraise future changes that might take place in various job clusters.	Speakers -- to discuss job changes or trends in specific job clusters, i.e. I.B.M. Construction, etc.	Outside Speakers	Teachers and speakers evaluate student participation.
			Students evaluate speakers.

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CAREER PLANNING AND PREPARATION **586** Grade 12

Concept: Career development requires a continuous and sequential series of choices. Subject/Dept.

General Objective: (Training and Education Factors) Understand that educational decisions may have an important impact on career opportunities available to an individual.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will reassess his high school program and check any changes he might consider.	Check program for changes.	Student's progress Teachers Counselor	Student will evaluate his program with counselor-advisor-teacher help.

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CAREER PLANNING AND PREPARATION

Grade 12

Concept: Careeer development requires a continuous and sequential series of choices. Subject/Dept.

General Objective: (Tr. and Education Factors) Realize that many occupations offer a series of advancement opportunities.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will become familiar with advancement opportunities in a given occupation.	Discussion with speaker regarding advancement opportunities in a specific career.	Outside speakers from various occupations.	Evaluate discussion

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CAREER PLANNING & PREPARATION

Grade 12

Subject/Dept. All areas

Concept: Individuals are responsible for their career planning.

General Objective: (Inf. Gath. Fact,) Base his career plans on accurate and pertinent information.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Provided with the opportunity to work in small groups, students will gain knowledge of a more specific nature about requirements of a career choice.	Small groups will gather information related to a specific vocation regarding such things as pay, training, working conditions, availability of job, and continuing education or training requirements. Students will then present panel reports.	Materials in FVTI Van Parents, neighbors, relatives, and friends Guidance Counselor	Observation of panel reports.

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CAREER PLANNING AND PREPARATION

Grade 12

Concept: Individuals are responsible for their career planning.

Subject/Dept.

General Objective: (Info. Gathering Factors) Understand the relationship between high school courses and activities within the world of work.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will relate his high school courses and activities to the world of work.	1. Field trip to industry. 2. Speakers from various occupations. 3. Class discussion on speakers and field trip.	Speakers from various industries.	Teacher evaluation of class participation.

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CAREER PLANNING AND PREPARATION

Grade 12

Concept: Individuals are responsible for their career planning.

Subject/Dept.

General Objective: (Info. Gathering Factors) Understand the relationship between personal attitudes in high school and employability.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student will be able to correlate personal attitudes in school with employment.	1. View filmstrips, films, and records.	Films: "Your Job Interview" #102 Media Center	Teacher evaluation of class participation in discussion.
	2. Class discussion of films and filmstrips.	"What You Should Know Before You Go to Work" #103 Media Center	

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CAREER PLANNING AND PREPARATION

Grade 12

Concept: Individuals are responsible for their career planning.

Subject/Dept.

General Objective: (Social-Economic-Political Factors) Understand the basic concepts of production, distribution, and consumption as they relate to jobs in the economic structure.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student will appraise the basic concepts of production, distribution and consumption as they relate to jobs in the total economic structure.	Economics instructor discuss mechanics of economic structure.	Outside instructor.	Test on lecture.

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CAREER PLANNING AND PREPARATION Grade 12

Concept: Individuals are responsible for their career planning. Subject/Dept.

General Objective: (Social-Econ.-Pol. Factors) Understand that a person may satisfy his social-economic-political needs through an occupation.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Through panel discussions with various outside speakers student will identify various facets of job satisfaction.	Panel discussions - representatives from sociology, psychology, economics.	Outside Speakers	Evaluate student reaction and participation.

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CAREER PLANNING AND PREPARATION

Concept: Individuals are responsible for their career planning. Grade 12

General Objective: Recognize that there is a line of advancement which requires personal adjustment. Subject/Dept. Business Ed. - English

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
The student should be able to understand the value in being able to adapt his personality to get along with co-workers and employers.	1. Listen to selected cassette tape recordings (20 available, 30 min. each). Follow this by group discussion. Other tapes may be listened to by students on an individual basis.	FVTI van Wonderful World of Work--job situations	Observation of group discussion
Student will gain experience in writing letters of application.	2. Students will write letters of application	Newspaper want ads or hypothetical situations Warner's Grammar Composition	Teachers check letters for content and form and students rewrite where necessary.

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CAREER PLANNING & PREPARATION

Grade

Concept: Individuals are responsible for their career planning.

Subject/Dept. Any area

General Objective: (Str. & Nat. Factor) Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective	Suggested Activities	Resources & Materials	Evaluation Procedures
Student should be able to interpret how adequate his planning has been during the past five years. The students will be able to describe what specific and alternate career plans apply to them after graduation.	Have the students orally describe their immediate career plans upon graduation and whether or not they are properly prepared.	Students	Scope 7 career plans
Students should be able to "sell themselves" in a personal job interview.	1. View filmstrip job interview, Part I and Part 2 2. Student discussion on strategies for making a favorable impression during an interview. i.e. appearance, appropriate questions	Filmstrip in FVTI career van	Observation of discussion

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DEFINITION OF TERMS
USED IN CAREER EDUCATION K-12

1. Abilities - Actual power to perform acts, physical or mental, whether or not the power is attained by training and/or education. Ability implies that the task can be performed now.

2. Adaptability - The quality of being able to adjust one's self to changing expectations within an occupation.

3. Adjustment - The process of personal modification which one must accept as part of the changing world.

4. Aptitudes - The tendencies, capabilities, or potentials to learn or understand.

5. Attitudes - Relate to tendencies to accept or reject particular groups of individuals, sets of ideas, situations or values reflected in behavior.

6. Avocational - An activity pursued in addition to one's work mainly for leisure (hobby). Any individual whose career provides him with a means of livelihood and some leisure time can find satisfaction through his avocation in areas of life other than his career.

7. Career - The sequence of occupations and/or jobs engaged in or occupied throughout the lifetime of a person.

8. Career Development - A continuous, developmental process, a sequence of choices which form a pattern throughout one's lifetime and which represent one's self concept.

9. Career Development Process - A lifelong process which involves a series of experiences, decisions, and interactions, and which, taken cumulatively, results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

10. Career Planning and Preparation - Describes the process whereby a person examines his interests and abilities in relation to careers. As decisions are made within his chosen career field, he must fulfill certain education and training requirements.

11. Chain of Command - Order of authority with respect to job positions.

12. Community - Body of individuals organized into a unit linked by common interests—(society at large - people in general.)

13. Concepts - Major ideas, thoughts or notions identified as essential to the career development process.

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14. Conditions - Circumstances which exist as a result of modifying factors (for example: the unemployment rate and its relationship to government spending.)

15. Decision Making - Determination arrived at after consideration.

16. Decision Making Process - Act of deciding upon an occupational course of action in a systematic way.

17. D.O.T. - "Dictionary of Occupational Titles" - Comprehensive occupational information resource published by the U. S. Government.

18. Dignity and Worth - Degree of esteem (intrinsic worth) and relative values of a person related to moral intellectual and personal values.

19. Economic Structure - The arrangement of the economic components making up the free enterprise system (income earner, producer, consumer).

20. Educational Preparation - An educational process whereby a person meets certain competency requirements in order to enter and remain and advance in a certain occupation.

21 Employability - Being able to secure and maintain employment through proper training and the exercising of good work habits.

22. Employment Trends - General direction, development and movement of jobs which includes: (1) Whether workers are currently in demand; (2) Whether employment is expected to increase or decrease; (3) What the main factors are which can influence the growth and decline of the occupation.

23. Entry Level - The first job one assumes in an occupational area.

24. Environment - The surrounding conditions, influences or forces that influence or modify the career development process.

25. Evaluation Procedures - Those procedures designed to test the effectiveness of learning activities and objectives.

26. Extrinsic - The easily identifiable and extraneous features of occupations.

27. Financial Aids - Monetary assistance which enables one to meet necessary occupational training and/or educational requirements.

28. Frame of Reference - Viewing a particular item from a personal point of view.

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29. General Education - Often referred to as a liberal education. It is training of a broad academic nature which does not have a particular occupational objective.

30. Horizontal Mobility - Movement of an individual from one position to another within the same strata. (e. g. mason-painter).

31. Individual Potential - Describes the capacity of the individual for changing and/or developing into a state of self fulfillment.

32. Industry - A group of productive, profit making enterprises that have a similar technological structure for production and that produce or supply technically substitutible goods, services, and sources of income.

33. Institutions - The sum total of the patterns, relations process, and material instruments built up around major human activities. They regulate and standardize the behavior of employees.

34. Interdependency - Mutual dependence on one another.

35. Interests - Through the study of self and occupations within the work world, one expresses a preference for an occupational field. One's interest changes as he is exposed to new experiences that lead him to new interest areas.

36. Interplay - Mutual action or influence - describes a reciprocal relationship.

37. Intrinsic - The internalized or inner values of an occupation which take on a personal significance.

38. Job - Employment undertaken for remuneration involving specific duties.

39. Job Description - Descriptive statement of account giving properties of a particular job.

40. Job Families - Describes jobs which are related through similarity in work performed; tools, equipment and materials used; knowledge needed; and mental and physical characteristics required of workers.

41. Job Family - Employment related through common enterprise. (example: food services)

42. Job Level - Position of a specific job based on achievement, importance and value.

43. Job Requirements - Specifics needed to satisfy a particular area of work.

44. Learning Activities - Those teaching strategies identified to implement topical areas.

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45. Learning Outcomes - Those achieved knowledges obtained.

46. Leisure Time - Free time after the practical necessities of life have been attended to, an increasing commodity in our society due to technology. It is that time which may be filled with activity which has its reward in doing rather than in the end product.

47. Life Style - An individual's way of life determined by attitudes and values expressed in a self consistent manner.

48. Objectives - The teaching vehicle used to develop an understanding of an expressed career development concept.

49. Occupation - Work activity in various job settings in which people engage in a group of similar tasks organized in similar ways. It occupies the worker for a period of time but does not require single minded commitment. It requires differentiated training but may involve considerable retraining.

50. Occupational Clusters - Describes occupations which are related and grouped according to type of work, skill or worker, and place where work is carried on.

51. Occupational Expectations - Rewards and satisfactions which a person anticipates from an occupational choice which must be considered in relation to self.

52. Occupational Fields - Areas of vocations in society.

53. Occupational Information - Valid and usable data about occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers, and sources for further information.

54. Occupational Level - Position of an area of work based on achievement, importance and value.

55. Personal Attributes - Intrinsic qualities of an individual which he must consider in relation to his choice of job and/or occupation.

56. Personal Needs - Relating to a particular person in a private manner—must be met through his occupational choice.

57. Phase - A stage or interval in a development or cycle.

58. Professional Occupations - Occupations characterized by social power, status and a high degree of technical skill entailing specialized preparation.

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59. Psychological Demands - Components related to mind and emotions.

60. Relevance - The identification of occupational elements which must be pertinent, appropriate, or applicable to the individual.

61. Self - The entire make-up of the individual, emphasizing the relationship between the individual's changing perceptions of himself and a meaningful career choice.

62. Self Appraisal - To evaluate one's self with respect to one's attitudes, values, etc. so that a realistic decision and choice can be made.

63. Sequential - Used to describe the continuous and consecutive phases of the career development process.

64. Service Occupations - Work which meets the needs of the public.

65. Significant Adults - People who through effective interpersonal relationships influence the career choice of others.

66. Skills - The ability of an individual to use one's knowledge effectively in the execution of work performance. A developed aptitude.

67. Social Needs - Needs of society which are met through people working in occupations necessary for the sustinence of that society.

68. Specialization - Quality or state of being specialized for use or employment in special line of work.

69. Stage - Period or step in a process, activity or development.

70. Technical Occupations - Occupations related to specific mechanical and scientific knowledge.

71. Technology - Application of scientific principles to industry.

72. Topic - Specific teaching content which enables the implementation of stated objectives.

73. Values - Standard of judgment accepted by persons, groups, or institutions, stemming from and conditioned by their societal contacts.

74. Vertical Mobility - Movement between jobs considered to have different status.

75. Vocation - Implies a dedication or long term commitment with a high level of requirements, rewards and expectations.

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76. Vocational Guidance - An "individualized" aspect of the educational program which is designed to enable each student to reach his full potential in the area of career development.

77. Work - Fulfillment of job duties, expectations for which one has been employed in order to provide a "purposeful" means of livelihood.

78. Work World - The breadth of career opportunities, and the unique aspects of occupations in relationship to an individual preparing to make a career decision.

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TEACHER WORKSHEET and EVALUATION FORM

Concept:_____

General Objective:_____

Behavioral Objective:_____

Reference to page_____of guide.

Curriculum Consideration:

Suggested Activities:

Resource Materials:

Evaluation Procedures:

(Use this form for additions and/or corrections to the guide.)

EVALUATION OF RESOURCE MATERIALS

Title:_____

Supplier:_____

_____

Street and Number

_____

City and State Zip Code

Cost: $_____

Grade Recommendation or
Curriculum Consideration _____

Evaluation: ☐ Ex. ☐ V.G. ☐ Satis. ☐ Poor

Recommendation:

☐ Get it

☐ Rent it

☐ We have it

_____In our School Resource Ctr.

_____In Central Resource Center

☐ Forget it!

Comments:_____

_____

_____

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TEACHER WORKSHEET and EVALUATION FORM

Concept:_____

General Objective:_____

Behavioral Objective:_____

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City and State Zip Code

Cost: $_____

Grade Recommendation or
Curriculum Consideration _____

Evaluation: ☐ Ex. ☐ V.G. ☐ Satis. ☐ Poor

Recommendation:

☐ Get it

☐ Rent it

☐ We have it

_____In our School Resource Ctr.

_____In Central Resource Center

☐ Forget it!

Comments:_____

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